

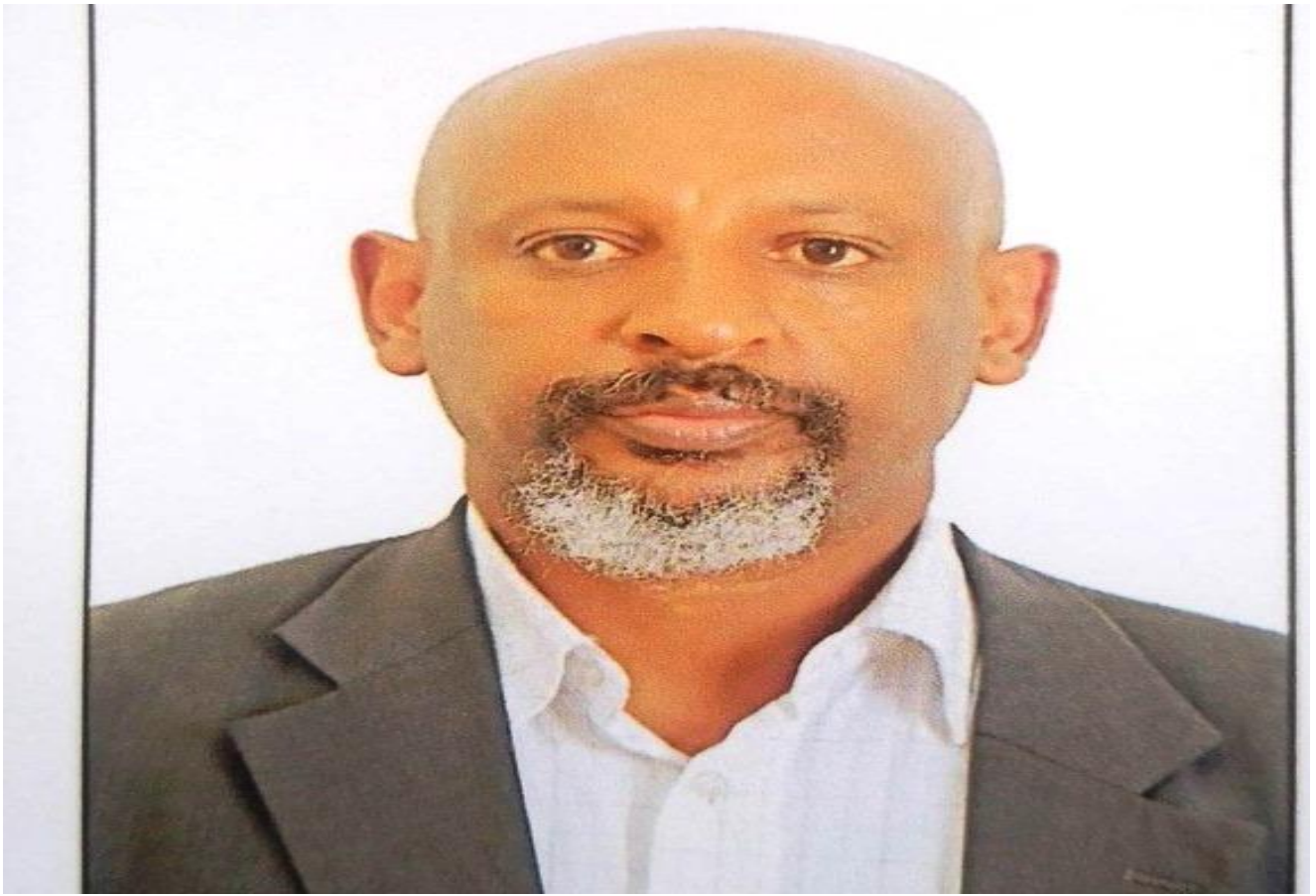
**EDITED STANDARD, INFORMATION, JOB AND  
OPERATION SHEET OF DOMESTIC SERVICE, CARE  
GIVING AND HOUSEHOLD SERVICE LABOUR  
AFFAIRS AND SOCIAL SERVICE SECTOR SOCIAL  
SERVICE SUB SECTOR**

**ADDIS ABABA CITY ADMINISTRATION EDUCATION,  
AND TRAINING QUALITY, REGULATORY  
AUTHORITY, BOLE, LEMI KURA, AND YEKA  
CLUSTER BRANCH COORDINATION OFFICE,  
TECHNICAL AND VOCATIONAL TEAM,  
INSTITUTIONS ACCREDITATION, EXPANSION,  
UPGRADING AND RENEWAL DIRECTORATE;**

**OCCUPATIONAL STANDARD**

**LICENSING AND RELICENSING RENEWAL,  
PROGRAM EXPANSION OF TVET INSTITUTE AND  
QUALITY AUDIT**

**JANUARY 2020..... AMENDED IN JANUARY  
2023**



**Figure 1 Berhanu Tadesse Taye 2023**

## ዋና ፍሬ ነግ / Synopsis

የጽሁፉ ዋና ፍሬ ሀሳብ በዘርፉ በሶስት የማሰልጠኛ ዘርፎች ላይ የተዘጋጀ ሲሆን እነሱም በመኖሪያ ቤት ውስጥ የሚሰጥ አገልግሎት ለሚሰጡ ሠራተኞች (domestic service)፣ በቤት ውስጥ ሥራ እና በክብካቤ ማእከል (care giving) እና በመኖሪያ ቤት ውስጥ የሚሰጥ አገልግሎት (Household Service) ስልጠናውም ጠሚሰጠው በአጫጭር፣ በደረጃ 1 በደረጃ 2 የተሰማሩና ለመሰማራት የፈለጉ ሁሉ ማሟላት ያለባቸው መስፈርቶች እና እቃዎች ማውጫ ነው፡፡ በአዲስ አበባ ከተማ አስተዳደር የትምህርትና ስልጠና ጥራት፣ የሙያ ብቃት እና ምዘና ማረጋገጫ ባለስልጣን፣ በአዲስ አበባ ከተማ አስተዳደር ትምህርት፣ እና ስልጠና ጥራት፣ ቁጥጥር ባለስልጣን፣ ቦሌ፣ ለሚ ኩራ፣ እና የካ ክላስተር ቅርንጫፍ ማስተባበሪያ ጽ/ቤት የቴክኒክና ሙያ ቡድን የተቋማት እውቅና ፈቃድ፣ ማስፋፋት፣ ደረጃ ማሳደግ እና እድላት ዳይሬክቶሬት ቡድን የተዘጋጀ ስልጠና፡፡ ለቴክኒክና ሙያ ተቋማት የድህረ እውቅና አሰጣጥ ለአዲተሮች (ለተዋቀረው ቡድን) የተዘጋጀና የተሰጠ ስልጠና ነው፡፡ ይኸውም ከስልጠናው በኋላ ስልጠናውን የወሰዱ አዲት ቡድኖች በቤት አያያዝና የልጆችና የአዛውንት ጤና አጠባበቅና ክብካቤ እውቅና ፈቃድ ያላቸው የግል ቴክኒክና ሙያ ማሰልጠኛ ተቋማት አዲት በማድረግ የሚካሄድ ነው፡፡ በስልጠናው ወቅት ተዘጋጅቶ የተሰጣቸው የስልጠና ርዕሶች ብዛት የቴክኒክና ሙያ ፒሊሲ፣ ስትራቴጂ፣ በስታንዳርድና በተቋማቸው መሟላት ያለባቸው ቁሳቁሶች በጥልቀት ተዘርዝረዋል፡፡ በተጨማሪ በተቋሞቹ በመገኘት ለአዲት ትግበራው ይረዳ ዘንድ የተዘጋጀው ቼክ-ሊስት ላይ እና መለኪያ ያላቸው ስታንዳርድ ዙሪያ ስልጠናው የተሰጠው፡፡ ስልጠናውን የሰጠ አካል ስልጠናውን ወደምርምር በመቀየር ለሌሎችም ተሞክሮ እንዲሆን በሞጁል መልክ አቅርቧል፡፡

Synopsis of this directory is a book found in Labour Affairs and Social Service Sector and Social Service Sub Sector short term, level 1 level 2 Standers and materials it includes Operation Sheet of Domestic Service, Care Giving and Household Service. Addis Ababa City Government Administration's Education and Training Quality, Professional Qualifications and Assessment Authority, Training and education Certified by the Addis Ababa City Administration Education, and Training Quality, Regulatory Authority, Bole, Lemi Kura, and YeKa Cluster Branch Coordination Office, Technical and Vocational Team, Institutions Accreditation, Expansion, Upgrading and Renewal Directorate Team undertaken training. Post-Certification for Technical and Vocational Institutions is audition designed and provided training for structured group of auditors. This training followed by audit teams that have received training after the training the auditors will audit by licensed private technical and vocational training institutions in domestic help, house holed service care giving (child and elderly health care) TVET institutions. The number of training topics that were prepared during the training was detailed in detail on the technical and vocational policy, strategy, standard and institutional requirements. In addition, the training were provided on the checklist and benchmark standards set by the trainer the institutions to assist with the audit implementation. The trainer transformed the training into research and presented it as a module for others to experience inform the main fruit with a lot of devotion and dedication.

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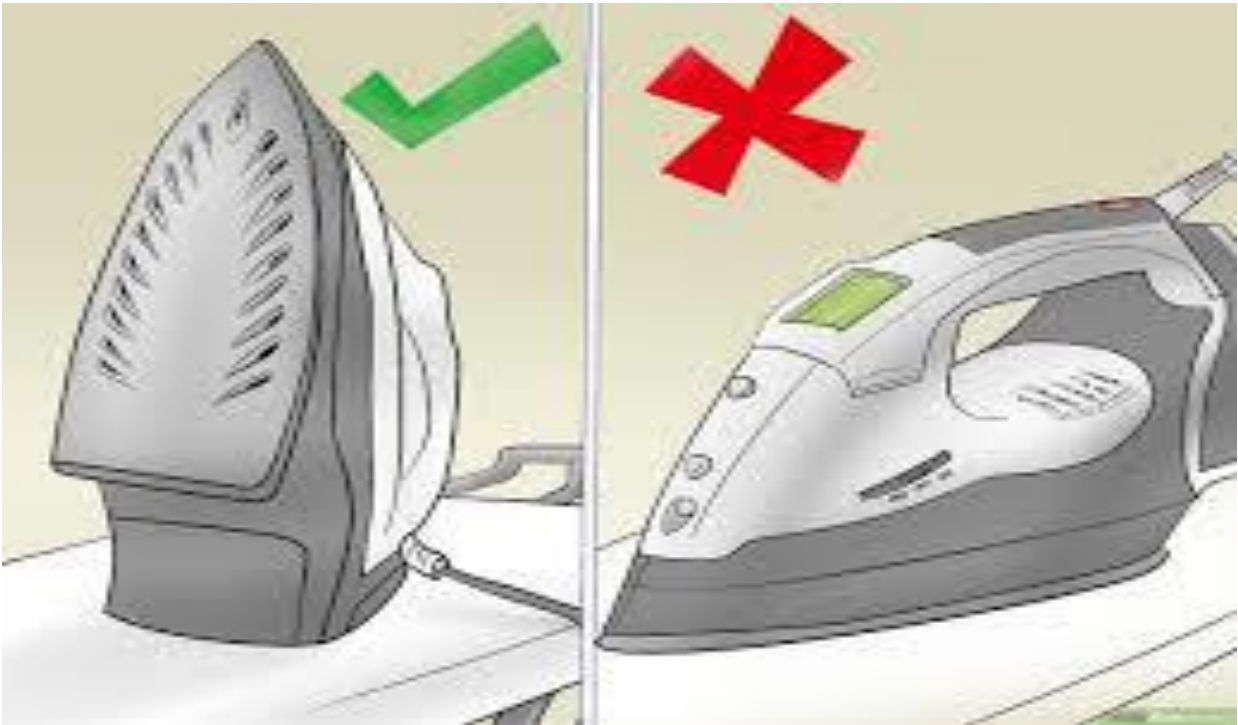
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right and Wrong seating iron a material used for ironing /pressing

## List of key Acronyms and Abbreviations

EOS:	Ethiopian Occupational Standard
FA:	Functional Analysis
FTA:	Federal Technical and Vocational Education and Training Agency
GTP:	Growth and Transformation Plan
IDP:	Institutional Development Plan
IES:	Industry extension service
LMI:	Labor Market Information
MSE:	Micro and Small Enterprises
MoE:	Ministry of Education
M&E:	Monitoring and Evaluation
NTIDPM:	National TVET Institutional Development Plan Manual
NTQF:	National TVET Qualification Framework
NGOs:	Non Governmental organizations
OS:	Occupational Standard
OBTVET:	Outcome Based TVET
PBT:	Project Based TVET
SMART:	Specific, Measurable, Attainable, Realistic, Time-bound
SWOT:	Strengths, Weaknesses, Opportunities, Threats
TeCAT	Technology Transfer
TLTQF	Technical, Leaders and Trainers Qualification Framework
TVET:	Technical and Vocational Education and Training
TAP:	Technical Advisory Panel
TEP:	Technical Expert Panel
YBTVETO:	YEKA BRANCH TVET OFFICE



## I. Introduction

This standard of material prepared for quality auditor and the trainees in the TVET they can use as information of operation sheet. The document prepared for regulatory staff for accreditation purpose. This directory of this book found in Labour Affairs and Social Service Sector and Social Service Sub Sector Standers it includes Operation Sheet of Domestic Service, Care Giving and Household Service. The auditors should acquaint with this material i.e. equipment, utensils, security materials, laundry and hospital supplies needed for social; service in general domestic, care giving and household services in particular for thus investor who want commencing new TVET institute. Sister Yemesrach HHS TVET Institute Training for Quality Auditors collected and prepared by Berhanu Tadesse Taye. It describes the knowledge, skills and attitude required by people working in the domestic work industry in foreign countries or in the households of foreign nationals including western standards. Develop awareness of social and cultural differences. Social and cultural differences in the workplace and their implications for self as a domestic worker were identified. Strategies to mitigate socio-cultural differences in a domestic work setting were identified. Work effectively with people from different cultures by sing their equipment .Communication is established with clients (employer) and co-workers from diverse backgrounds in a manner that recognizes and respects both parties. Awareness of socio-cultural differences, including differences in manners and acceptable social behaviours and food customs is demonstrated. Attempts are made to overcome language barriers. Cross-cultural misunderstandings are dealt with sensitively and in awareness of the varying backgrounds people come from. Attempts are made to overcome discriminatory practices.

The present TVET system is organized in an *outcome-based system*, where not only the inputs, process or output of the training system is important but also the outcome, the overall result of the training on both the local and national labor market demand, is important. Thus, setting of standard for TVET institutions based on their outcomes is a necessity.

The labor market policy should focus on the local and national labor markets and also be oriented towards regional and global labor market to insure mobility of the labor force with emphasis on providing special plans and services that enhance the employment of Ethiopians' in other



countries, including the provision of support to employment offices in the private sector, and developing the relevant capacities of Ethiopian Embassy as well as coordinating with and supporting the role of the Arab labor organizations of other countries in this respect.

As trained persons are better equipped to compete for jobs, and as Ethiopians hold a long tradition of working in neighboring labor markets, training will assist those who wish to obtain a job outside Ethiopia.

This standard is developed through taking various benchmarks into consideration including the EOS, TVET strategy, and national TVET qualification framework, accreditation of programs in TVET directive and other countries standard regulations and manuals, for programs in social service sub sector /domestic help, house hold service and care giving to be fulfilled to offer outcome based training based on EOS preferably to supply skilled labor force to the overseas particularly to Arab countries.

## II. Purpose of the standard

1. To set a common cross cutting standard requirement which is applied by all institutions to offer outcome based training for the programs in social service sub sector.
2. To strengthen societal confidence in TVET training quality and institutional services.
3. To provide skilled labor force to the overseas particularly to Arab countries.
4. To provide quality information to trainees.
5. To provide information for parents, companies and government regarding institutional mechanisms and enhances transparency, equity, and accountability in training, for public and private institutions.

### III. Standards

#### 1. Standard Curriculum

##### 1.1. Definition of curriculum

- Curriculum describes the *training* that a person needs to take in order to perform the work described in the Occupational Standards.

##### 1.2. Bases of curriculum

- Curriculum must be focused on outcomes (competencies) that are linked to workforce needs, as defined by employers and the profession.
- The curriculum must be derived from the relevant EOS.
- Curricula must reflect learning then assessment and progression or practice and reassessment until competent.

October 2023

**It is known that the official's education and training were carried out at the branch office level by those who were trained in technical and vocational training institutions and accredited to work in connection with institutions that train trainees who go abroad for employment. He added this job for unknown reasons and snatched it from the branch offices saying that he would do it. However, he should not be recognized for the mistakes he made while he was not working. Corrective suggestion regarding the error made by sending it back to the branch office.**

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Addis Ababa City Administration Education and Training Regulatory Authority 15/01/2016 E.C. Technical and vocational training institutions that train trainees and graduates going abroad for employment in short-term training at Bole, Lemikura, and Yeka branch cluster coordination office. ; What the center could not do, and because they did not adjust the procedure; regarding returning to the branch offices, a discussion and an awareness forum were held with the accredited training institutes.

Education and Training Quality Control Authority of Addis Ababa City Administration Bole, Lemikura, and Yeka Cluster Coordination Office; However, in order for the center to facilitate the collection of rent without doing their own work (in a situation where it is not known at what level the colleges are working), they took the work from the branch offices and trained them in technical and vocational training institutions who were working at the center level. When they are trainees. It is not known at what level the colleges are working, the reason why I said that they do not provide training and do not grade but they discriminate against certificates and corrupt practices are rampant. To show that an old teacher was also my teacher and he retired from the college where he worked as a college dean and served as a dean in private colleges. Explain it to me. When I met him by chance when he left his job, the owner of the college where he was working told me that he used to teach in the classroom without any training, and even harassed female students based on their exam marks.

Coming back to my topic, an awareness platform has been set up with training institutions that provide quality technical and vocational education and training for short-term training institutions, as well as for job deployment. During the meeting, the heads of the cluster coordination office, senior experts, and relevant training institutions were present and discussed.

As it is known, Mr. Tadesse, is the chief executive officer of the technical and vocational training institutions in Bole, Lemikura and Yeka cluster coordination office. The main purpose for which trainees are allowed to go to foreign countries where they are needed; He said that the training institutes are aimed at producing low and medium-level skilled manpower allowing the matured trainees to join the world of work and enabling them to be competent and internationally competitive in their field of work.

Hailemikaël Abayneh, the head of the office team who presented the training institutes to the cluster coordination office in Bole, Lemikurana and Yeka Branch, gave an explanation; following him, the experienced senior experts of the authority gave an explanation for further procedures. The commenter pointed out that there are institutions that graduate without training.

According to the fact, the revision was not intended for job-seeking graduates who trained in short-term technical and vocational training institutions and went abroad for employment. The reason was that they were released for training in an unclear manner after the units of competencies were reduced and they destroyed the training sector, they wanted to return to the old place (branch office). I can express my clear objection to this. I also voiced my objection that the units of competencies that were issued to train the trainees who go abroad to be trained and qualified do not override the training that is given to them when they complete their training and are weighed and confirmed their qualifications. On this, the training institutes emphasized that the regions, mainly Oromia and Southern region, end up sending trainees abroad without being trained and without proper evaluation methods. Therefore, if the trainees stop coming to us and start flowing to these regions for training and assessment, they are gone.

Then the explanation was given by the owner of the investor training institute who is the owner of the job and explained the problem in a completely democratic manner without any influence. The scope of the problem was analyzed by all stakeholders. According to the owner of a training institute, "It is not right that I am a training institute for workers who provide domestic services, and they are harassing me along with training institutes that send to foreign countries." Following this, I gave an explanation that the domestic help/work training sector that we were arguing about before is a problem that comes from not understanding the meaning of the training sector as well. Therefore, to express the seriousness of the problem, the above should work with knowledge and not disdain. What I mean is that the branch office is working in the labour affairs sector in the community development sub-sector so that citizens can be competitive in the country or internationally in the future, by structuring and developing the community development sub-sector, so that they can record continuous economic growth in our country, their families and the lives of the country. Change is a dream made.

For example, because it is a very important study to show the research done by a non-governmental organization outside of us, I presented it in the following form. The study was conducted in 2012.

It is a calendar, and the title that I presented before for explanation is Technical Vocational Education and Training in Ethiopia Mapping Study, the detailed description is Learn4Work.

In addition, when a study was presented on the Schokland (Netherlands) Program on TVET Program on TVET the Edukans Foundation, I submitted that they did not receive permission to provide training. The labour affairs sector and social service subsector where this is located has 4 types of occupations with job status.

1. Domestic Help Level I completed but not disseminated
2. Caregiving Level II completed but not disseminated
3. Community Service levels II, III, and IV, V completed and disseminated
4. Household Services Level II completed but not disseminated

As shown above, the study submitted that the training manual and curriculum for community service levels II, III, IV, and V have been completed and distributed. In addition, the reason that the remaining 3 training manuals and curriculum have been completed but not distributed is that they approved the first one according to the market demand, and the rest were not approved because it was intended to be launched in a new form when they get permission from the government. The reason I explained is that the first Domestic Help was not a training manual and curriculum designed to be sent abroad, but it was designed to train low-level trainees to cover the work needs in our country. They are the ones who can explain the purpose of such a particle that has been taking the work from above and guiding it. The fact that there are many ignorant leaders and they work together to crush this system is a sign that they have not learned. Also, I am saying that training institutes are not required to behave like this.

Mr. Tadesse, the head of the cluster coordination office, who chaired the forum, said that he understood the severity of the problem and would try to fix what he could solve by himself in the future, and what he could not fix. They promised to inform the relevant principal and stakeholders. They emphasized that the reduced training modules offered by the training institutes are inappropriate. At the cluster level education and training coordination office staff, we promise that the heads and experts of the cluster coordination office will work to have better performance by

ensuring the quality, process efficiency, accessibility, fairness, and relevance of education and training in our respective institutions!

**IN THIS REGARD, THIS IS THE LETTER I WROTE 4 YEARS  
AGO TO THESE SAME TRAINING INSTITUTES WITH THEIR  
NAMES AND ADDRESSES, AND THE NUMBER...  
THE/TE/MU/T/S/THE/BRANCH...../2012**

This letter is written on 23/03/2012 E.C. (in our country's day, month and year calendar ☺)

A letter written to \_\_\_\_\_ Private/Non-Governmental Organization (NGO) Technical and Vocational Training Institute, Addis Ababa is from the information organization.

The beginning of the article says as follows: The issue concerns the delivery of the newly released training standard, namely the Domestic Works, Household Service (HHS) and caregiving training module:-

As explained in the title above, according to the curriculum and occupational standards (OS) of 2012, private and nursing institutions, Domestic Help, Holed service (HHS) and Since the caregiving training module has been newly prepared and presented; We are asking you to come and take the curriculum that has come for you to work with the new standards. According to this, domestic help, which was designed as level 1 in the study before, has been increased to level 2; Training curricula, TTLM, LO, for short-term training, level II, Learning Guide Based on Occupational Standard has been prepared and presented. However, since the teacher guide and assessment packet have not been prepared until it is prepared, the trainers will prepare the TTLM in the professional field they train in Model Curriculum Domestic work in Short Term Training and in addition Model Curriculum Domestic work Level II. Next, the field of training Model Curriculum Care Giving LEVEL II teacher guide Model Curriculum is divided into hours for each training so that they can train their trainees. Therefore, we have prepared for you to take the training module Curriculum, so if you can download it online and use it, otherwise we urge you to come to our front office and take the standard that has been prepared for you. However, I wrote a

letter saying that if training institutes are found not to be training according to the newly issued Curriculum and Standards, the training institute will be sealed.

Therefore, according to the standard, until the TTLM is prepared, that is, the training institutes are required to do the module modular curriculum preparation, TTLM, (learning guide, teaching guide and assessment packet) in addition to this project planning including making value chain analysis. We would like to inform you that we have attached the new training standard in domestic and caregiving training fields along with this letter as an attachment of one CD Disc.

### **Regarding, the written letter says.**

As I mentioned above, I did not submit an article saying that you provide training to citizens going abroad. Because I know the meaning of domestic very well. I am forced to issue this forgotten letter because the domestic training sector is used for citizens who are trained in the country and sent to work in their country. It can be seen how appropriate the training institute that made her request that they train local trainees.

**በቴክኒክና ሙያ ማሰልጠኛ ተቋማት ሰልጥነው፤ ወደውጭ ሀገር ለሥራ ሥምራት ከሚሄዱ ሰልጣኝ የሚያሰለጥኑ ተቋማት ጋር በተያያዘ እንዲሰሩ እውቅና በሰጣቸው የባለስልጣኑ ትምህርትና ስልጠና በቅርንጫፍጽ/ቤት ደረጃሲሰራበት እንደነበር የሚታወቅ ሲሆን፤ ይህንን ሥራ መክከሉ ባልታወቀ ምክንያት እኔ እሰራዋለሁ ብሎ ከቅርንጫፍ ጽ/ቤቶች ነጥቆ፤ ነገር ግን፤ ሳይሰራ በቀረውና/ እየሰራ ባለበት ጊዜ በሠራው ስህተት እንዳይታወቅበት፤ መልሶ ወደቅርንጫፍ ጽ/ቤት በመላክ በሠራው ስህተት ዙሪያ የተሰጠ የማስተካከያ ሀሳብ፡፡**

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የአዲስ አበባ ከተማ አስተዳደር ትምህርትና ስልጠና ቁጥጥር ባለስልጣን 15/01/2016 ዓ.ም በቦሌ፣ ለሚኩራ፣ እና የየካ ቅርንጫፍ ክላስተር ማስተባበሪያ ጽ/ቤት በተበላሸው በቴክኒክና ሙያ ማሰልጠኛ ተቋማት ሰልጥነው፤ ወደውጭ ሀገር ለሥራ ሥምሪት የሚሄዱ ሰልጣኝ ምሩቃን በአጫጭር ጊዜ ስልጠና የሚያሰለጥኑ የቴክኒክና ሙያ ማሰልጠኛ ተቋማት፤ መአከሉ መሥራት ያልቻለው፣ እና አሰራሩን ባለማስተካከላቸው፤ እንደገና ወደቅርንጫፍ ጽ/ቤቶች መመለስ ዙሪያ፣ እውቅና ፈቃድ ከተሰጣቸው ማሰልጠኛ ተቋማት ጋር ውይይት እና የግንዛቤ ማስጨበጫ መድረክ ተካሂዷል፡፡

በአዲስ አበባ ከተማ አስተዳደር የትምህርትና ስልጠና ጥራት ቁጥጥር ባለስልጣን ቦሌ፣ ለሚኩራ፣ እና የየካ ክላስተር ማስተባበሪያ ጽ/ቤት መሠራት የነበረት፤ ነገር ግን መአከሉ የራሳቸውን ሥራ ሣይሠሩ (ኮሌጆች እየሰሩበት ያለው አግባብ በምን ደረጃ ላይ እንዳሉ በማይታወቅበት ሁኔታ) ኪራይ ለመሰብሰብ እንዲያመቻቸው፤ ሥራውን ከቅርንጫፍ ጽ/ቤቶቹ በመቀማት በማዕከል ደረጃ ሲሠሩ የነበረው በቴክኒክና ሙያ ማሰልጠኛ ተቋማት ሰልጥነውና፤ ወደውጭ ሀገር ለሥራ ሥምሪት ለሚሄዱ በቴክኒክና ሙያ ተቋም ደረጃ የሰለጠኑና በምዘና በቅተው የተመረቁ ሰልጣኞች ሲሆን፡፡ ኮሌጆች እየሰሩበት ያለው አግባብ በምን ደረጃ ላይ እንዳሉ በማይታወቅበት አግባብ፤ ያልኩበት ምክንያት ስልጠና ሳይሰጡና ሳይስመዝኑ ነገር ግን ሰርተፌኬት የሚያድሉ፣ ብልሹ አሰራር የተንሰራፋባቸው ለማሳያነት አንድ አንጋፋ መምህር የእኔም መምህር የነበረና የኮሌጁ ዲን ከሚሰራበት ኮሌጁ ጠረታ ወጥቶ የግል ኮሌጆች ላይ በዲንነት ተቀጥሮ ሲያገለግል በሰራበት ኮሌጁ ውስጥ የሚታየውን ብልግና ጭምር ነበር ያብራራልኝ፡፡ በአኢጋጣሚ ሥራውን ለቆ ሲወጣ አግኝቼው ስጠይቀው የመለሰልኝ መልስ ሲሰራበት የነበረው ኮሌጁ ባለቤት "የትምህርት ዝግጅት ሳይኖረው ክፍል ውስጥ ገብቶ እንደሚያስተምር፤ እንዲሁም ሴት ተማሪዎችን ከፈተና ማርክ ጋር በተያያዘ እንደሚያ ማግጥ ጭምር ነበር የነገረኝ፡፡

ወደያዝኩት ርዕስ ስመለስ የአጫጭር ጊዜ ማሰልጠኛ ተቋማት ጥራት ያለው የቴክኒክና ሙያ ትምህርትና ስልጠና እንዲሁም ወደሥራ ማሰማራት ዙሪያ ስልጠናውን ከሚሰጡ ማሰልጠኛ ተቋማት ጋር የግንዛቤ ማስጨበጫ መድረክ ተዘጋጅቷል፡፡ በስብሰባው ወቅት የተገኙት በክላስተር ማስተባበሪያ ጽ/ቤት ውስጥ ያሉ ኃላፊዎች፣ ክፍተኛ ባለሙያዎች፣ እና የሚመለከታቸው ማሰልጠኛ ተቋማት ተገኝተው ውይይት ተደርጓል፡፡



እንደሚታወቀው ቴክኒክና ሙያ ማሰልጠኛ ተቋማት በቦሌ፣ ለሚኩራና የየካ ክላስተር ማስተባበሪያ ጽ/ቤት የሚገኙ ዋና ሥራ ስኬያጅ መሪ የሆኑት አቶ ታደሰ..... የክላስተር ማስተባበሪያው ጽ/ቤት ኃላፊ በግንዛቤ ማስጨበጫ መድረኩ በመገኘት ባስተላለፉት መልዕክት የቴክኒክና ሙያ ዘርፍ የእውቅና ፈቃድ የተሰጣቸው የግል ማሰልጠኛ ተቋማት ውስጥ ስልጠና በመስጠት፣ ሰልጣኞች ወደሚፈለጉበት ውጭ ሀገር እንዲሄዱ የተፈቀደላቸው ዋና ዓላማው፤ ማሰልጠኛ ተቋማቱ በዝቅተኛና መካከለኛ ደረጃ የሰለጠነ የሰው ኃይል እንዲያፈሩና ተመዝነው የበቁ ሰልጣኞችን ወደሥራ ዓለም እንዲቀላቀሉ፣ እና በተሰማሩበት መስክ፣ ብቃት ያላቸው፣ በገቢያቸው በዓለም አቀፍ ተወዳዳሪ እንዲሆኑ ለማስቻል በማሰብ ነው ብለዋል።

በቦሌ፣ በለሚኩራና በየካ ቅርንጫፍ ክላስተር ማስተባበሪያ ጽ/ቤት ለመጡ ማሰልጠኛ ተቋማት ያቀረቡት የቅ/ፅ/ቤት ቡድን መሪ አቶ ኃይለሚካኤል አባይነህ ማብራሪያ የሰጡ ሲሆኑ፤ ለቀጣይ ተጨማሪ አሰራር እሳቸውን ተከትሎ ማብራሪያ የሰጡት ልምድ ባላቸው የባለስልጣኑ ከፍተኛ ባለሙያዎች ጭምር ሲሆን፤ አስተያየት ሰጪው ሳይሰለጥኑ የሚያስመርቁ ተቋማት እንዳሉ ጠቆሙ፡፡

ሀቄ እንደሚያስረዳው የተከለሰው በአጫጭር ጊዜ የቴክኒክና ሙያ ማሰልጠኛ ተቋማት ውስጥ ስልጥነው ወደውጭ ሀገር ለሥራ ሥምሪት ለሚሄዱ ሥራ ፈላጊ ምሩቃን/ ከስራው አለም ጋር እንዲገናኙ ታስቦ ሳይሆን፤ ምክንያቱ ግልጽ ባልሆነ መልኩ እዲሰለጥኑ የወጣው የብቃት አሀዶች (unit of competencies) ተቀናንሰው የስልጠና ዘርፉን ካበላሹ በኋላ ነበር፤ ወደቀድሞው ቦታ (ቅርንጫፍ መስሪያ ቤት) መመለስ የፈለጉት፡፡ በዚህ ላይ ያለኝን ግልጽ ተቃውሞ ማንጸባረቅ ችያለሁ፡፡ ተቃውሞዬንም ያሰማሁት ስልጥነው ወደውጭ ሀገር የሚሄዱ ሰልጣኞች ብቁ ሆነው መሥራት የሚችሉት እንዲሰለጥን የወጣው የብቃት አሀዶች (unit of competencies) ስልጥነው ሲያጠናቅቁ እና ተመዝነው ብቃታቸውን ሲያረጋግጡ እንጂ የሚሰጣቸውን ስልጠና በመሸራረፍ አይደለም፡፡ በዚህ ላይ ማሰልጠኛ ተቋማቱ አበክረው የሚናገሩት ክልሎች በዋናነት ኦሮሚያና ደቡብ ክልል ሰልጣኞች ሳይሰለጥንና በትክክለኛ የምዘና ስልት ሳያልፉ ስለሚያበቁና ወደውጭም ስለሚልኩ እኛ ጋር (አዲስ አበባ) ይመጡና ስልጠናው በአግባቡ ተመዝነው በቅተው ወደሥራ መሰማራቱ ያሰለቻቸው የስልጠና ጊዜ በመራዘሙ ምክንያት ብለዋል፡፡ በመሆኑም ሰልጣኞች ወደእኛ መምጣት ትተው ወደእነዚህ ክልሎች ለስልጠና እና ምዘና መፍለስ ከጀመሩ ውለው አድረዋል ብለዋል፡፡

በመቀጠል የሥራው ባለቤት በሆኑት ባለሀብት ማሰልጠኛ ተቋም ባለቤት ማብራሪያውን የሰጡት አሰልጥነው ለማብቃት የተፈጠረባቸውን ችግር ያለምንም ተጽእኖ ፍጹም ዲሞክራሲያዊ በሆነ መልኩ ያብራሩ ሲሆን፤ የችግሩ ስፍት በሁሉም ባለድርሻ አካላት ተተንትኗል። አንድ የማሰልጠኛ ተቋም ባለቤት እንደገለጹት ከሆነ፤ "እኔ ለሀገር ውስጥ አገልግሎት ለሚሰጡ ሠራተኞች ስልጠና የማሰልጥን ተቋም መሆኔ እየታወቀ፤ ወደውጭ ሀገር ከሚልኩ ማሰልጠኛ ተቋማት ጋር አብረው እያንገላቱኝ መሆኑ ትክክል አለመሆኑን" ገለጹ። ይህንን ተከትሎ እኔ የሰጠሁት አስተያየት ከዚህ በፊት ሲያጨቃጭቀን የነበረው domestic help/work የስልጠና ዘርፍን ትርጉሙን ጭምር ካለመረዳት የመጣ ችግር ነው የሚል ማብራሪያ የሰጠሁኝ ሲሆን። በመሆኑም የችግሩን አሳሳቢነት ለመግለጽ እላይ ያሉት መስራት ያለባቸው በእውቀት እንጂ በንቀት መሆን እንደሌለበት የገለጽኩኝ ሲሆን። እኔ የምለው ለወደፊቱም ዜጎች በሀገር ውስጥም ይሁን ዓለም አቀፍ ተወዳዳሪ እንዲሆኑ ቅርንጫፍ መሥሪያ ቤቱ እየሠራ ያለው በሠራ ጉዳይ ዘርፍ (labour affairs sector) የህብረተሰብ አገልግሎት ንኡስ ዘርፉን/ (community development subsector) ደረጃ በማዋቀር፤ እና በማጎልበት በሀገራችን ቀጣይነት ያለው የኢኮኖሚ እድገት እንዲያስመዘግቡ፤ የቤተሰባቸውንና እና የሀገሪቱን ኑሮ መለወጥ ታልሞ የተሰራ ነው።

ለምሳሌ ያክል ከእኛ ውጭ መንግስታዊ ባልሆኑ አካል የተጠናውን ጥናት ለማሳያነት በጣም ጠቃሚ ጥናት ስለሆነ እና ማቅረብ ስለነበረብኝ በሚከተለው መልክ አቀረብኩኝ። ጥናቱ የተጠናው በ2012 እ.ኤ.አ. አቆጣጠር ሲሆን፤ ከዚህ በፊት ለማብራሪያነት ያቀረብኩት ርዕሱም የሚለው Technical Vocational Education and Training in Ethiopia Mapping Study ዝርዝር መግለጫው Learn4Work ነው።

በተጨማሪም Schokland (Netherlands) Programme on TVET Programme on TVET the Edukans Foundation የሚለው ላይ ጥናት ሲቀርብ ስልጠና እንዲሰጥባቸው ፍቃድ ያላገኙና ያገኙ በሚል ነበር ያቀረብኩት። ይህም የሚገኝበት የሠራተኛ ጉዳይ ዘርፍ እና የማህበራዊ አገልግሎት ንዑስ ዘርፍ (Labour Affairs sector and Social Service subsector) 4 የሙያ አይነቶች የሥራ ደረጃ የወጣላቸው

1. Domestic Help Level I completed but not disseminated

2. Caregiving Level II completed but not disseminated
3. Community Service levels II, III, and IV, V completed and disseminated
4. Household Services Level II completed but not disseminated

ከላይ እንደሚታየው ማሰልጠኛ ማንዋልና ካሪኩለም የማህበረሰብ አገልግሎት ደረጃዎች II፣ III፣ IV፣ V ተሟልተው /ተጠናቅቀው እና ተሰራጭቷል በሚል ጥናቱ ያቀረበው ሲሆን። በተጨማሪም ቀሪዎቹ 3ቱ ማሰልጠኛ ማንዋልና ካሪኩለም ተጠናቅቀዋል ነገር ግን አልተሰራጨም የሚል መሆን ምክንያቱ በገበያው ፍላጎት መሰረት ቀዳሚውን ከፈቀዱ በኋላ ቀሪዎቹን ያልተፈቀዱት በመንግስት ደረጃ ፍቃድ ሲያገኙ በአዲስ መልክ ለማስጀመር ታስቦ ስለነበር ነው። በሚል ያብራራሁበት ምክንያት የመጀመሪያው Domestic Help ወደውጭ ሀገር ለመላክ ታስቦ የተዘጋጀ ማሰልጠኛ ማንዋልና ካሪኩለም ሳይሆን በዝቅተኛ ደረጃ ሰልጣኞች ሰልጥነው ሀገራችን ውስጥ ያለውን የሥራ ፍላጎት እንዲሸፍኑ ታስቦ ነበር። ከላይ ሆነው ሥራውን ወስደው ሲመሩት የነበረው እንዲህ ለቅንጣትክል ዓላማውን ማብራራት የማችሉ ናቸው። አላዋቂ መሪ በዝቶ ይህን አሰራር በአንድ ላይ ጨፍልቀው መስራታቸው አለመማራቸውን የሚያሳብቅ ነው። በተጨማሪም ማሰልጠኛ ተቋማት በዚህ መልክ መንገሳታትም አይጠበቅባቸውም ባይ ነኝ።

የውይይት መድረኩን በዋናነት የመሩት አቶ ታደሰ የክላስተር ማስተባበሪያ ጽ/ቤት ኃላፊ የችግሩን ስፍት ተረድተው ለወደፊት በራሳቸው አቅም መፍታት የሚችሉትን እንዲስተካከል እንደሚጥሩ፣ እና እሳቸው ማስተካከል የማይችሉትን፣ ለሚመለከታቸው ዋና፣ እና ባለድርሻ አካላት እንደሚያስታውቁ ቃል ገብተዋል። በአጽንኦት ያስቀመጡት ማሰልጠኛ ተቋማቱ የሚያሰለጥኑት የተቀነሰ ማሰልጠኛ ሞጁሎች ሞናቸው ተገቢ አለመሆኑን ገልጸዋል። በክላስተር ደረጃ የትምህርትና ስልጠና ማስተባበሪያ ጽ/ቤት ሠራተኞች ቃል የምንገባው የክላስተር ማስተባበሪያው ጽ/ቤት ኃላፊና ባለሙያዎች ለትምህርትና ስልጠና ጥራት፣ ሂደት ብቃት፣ ተደረሽነት፣ ፍትሃዊነት፣ እና አግባብነት በየተቋሞቻችን አካባቢ በማረጋገጥ የተሻለ አፈጻጸም እንዲኖረን ሥራ ለመሥራት እንጥራለን!

**ከዚህ ጋር በተያያዘ ይህ ከ4 ዓመት በፊት የተጻፈው ደብዳቤ ለእነዚህ ማሰልጠኛ ተቋሞቻችን በስማቸውና በአድራሻቸው ሲሆን፣ በቁጥር.... የ/ቴ/ሙ/ት/ስ/የ/ቅርንጫፍ...../2012 ዓ.ም**

ይህ የተጻፈ ደብዳቤ በሀገራችን ቀን፣ ወርና አመተ-ምህረት አቆጣጠር 23/03/2012 ዓ.ም ሲሆን፣

ለ\_\_\_\_\_ የግል/ መንግስታዊ ያልሆነ ድርጅት(መያድ) ቴክኒክና ሙያ ማሰልጠኛ ተቋም፣ አዲስ አበባ በሚል የተጻፈ ደብዳቤ ከመረጃ ማደራጃ የወጣ ነው፡፡

የጽሁፉ መጀመሪያ እንደሚከተለው ይላል ጉዳዩ፡- አዲስ የወጣውን የስልጠና ስታንዳርድ ማለትም በ Domestic works, house Holed service (HHS) እና በcare giving ስልጠና ሞጁል መላክን ይመለከታል፡ -

ከላይ በርዕሱ ለመግለጽ እንደተሞከረው ከአ.አ.ክ/አ የትም/ስልጠና ጥራት ሙያ ብቃትና ምዘና ማረጋገጫ ባለስልጣን ለየካ ቅርንጫፍ ለ የተቋማት እንድናስረክብ curriculum and Occupational standards (OS) በላከው መሰርት የ2012 ዓ.ም የግልና የመያድ ተቋማት Domestic Help, Holed service (HHS) and care giving የስልጠና ሞጁልን አስመልክቶ አዲስ ተዘጋጅቶ የቀረበ ስለሆነ፣ አዲስ በወጣው standards እንድትሠሩ የመጣላችሁን curriculum መጥታችሁ እንድትወስዱ እያልን፡፡ በዚህም መሰረት ከዚህ በፊት domestic help ከደረጃ 1 ተብሎ በጥናት የተቀረጸው ወደ ደረጃ 2 ያደገ ሲሆን፣ የስልጠና curriculums, TTLM, LO, for short term training, level II, Learning Guide Based on Occupational Standard ተዘጋጅቶ ቀርቧል፡፡ ነገር ግን teacher guide and assessment packet ተዘጋጅቶ የቀረበ ባለመሆኑ እስኪዘጋጅ ድረስ አሰልጣኞች በሚያሰለጥኑበትን የሙያ ዘርፍ TTLM የሚያዘጋጁት Model Curriculum Domestic work in Short Term Training ውስጥና በተጨማሪModel Curriculum Domestic work Level II ውስጥ ነው፡፡ በመቀጠል የስልጠናው መስክ Model Curriculum Care Giving LEVEL II teacher guide Model Curriculum በየስልጠናው በሰአት በተከፋፈለ መልኩ እያዘጋጁ ሰልጣኞቻቸውን እንዲያሰለጥኑ

እንዲደረግ፡፡ በመሆኑም የተዘጋጀላችሁን የስልጠና ሞጁል Curriculum እንድትወስዱ ያዘጋጀን ስለሆነ የምትችሉ በ online downloaded አድርጋችሁ እንድትጠቀሙ፤ ካልሆነ ግን በግንባር ጽ/ቤታችን ድረስ ተገኝታችሁ የተዘጋጀላችሁን ስታንዳርድ መጥታችሁ እንድትወስዱ እናሳስባለን የሚል ነበር፡፡ ነገር ግን ማሰልጠኛ ተቋማት አዲስ በወጣው Curriculum and Standards የማያሰለጥን ሆኖ ከተገኘ ማሰልጠኛ ተቋሙ የሚታሸግበት መሆኑን እናሳስባለን የሚል ደብዳቤ ነበር የጻፍኩት፡፡

በመሆኑም በስታንዳርዱ መሰረት TTLM ተዘጋጅቶ እስኪያልቅ ድረስ ማለትም አሰልጣኞች የተሸለ አሰልጣጠን እና አሰራር እዲኖራቸው የሚዘጋጀው ሞጁል modular curriculum preparation, TTLM, (learning guide, teaching guide and assessment packet) in addition to this project planning including making value chain analysis እንዲሆን ማድረግ ማሰልጠኛ ተቋማቱ ይጠበቅባቸዋል የሚል ሲሆን፡፡ የመጣውን አዲስ የስልጠና ስታንዳርድ በ domestic እና በcare giving የስልጠና መስኮች ስልጠና እድትሰጡ ከዚህ ሸኚ ደብዳቤ ጋር ከአንድ ሲዲ (CD) Disc.....ገጽ አባሪ አድርገን የላክን መሆኑን እናሳውቃለን፡፡

## **ከሰላምታ ጋር ይላል የተጻፈው ደብዳቤ፡፡**

ከላይ እንደገለጽኩት ወደውጭ ሀገር የሚሄዱ ዜጎች ስልጠና የምትሰጡ የሚል ጽሁፍ አላቀረብኩም፡፡ ምክንያቱም የ domestic ትርጉሙን ጠንቅቄ ስለማውቅ ነው፡፡ ደመስቲክ የሚለው የስልጠና ዘርፍ በሀገር ውስጥ ሰልጥነው ሀገራቸው ውስጥ ለሚገኙ ቀጥረው ለማሰራት ለሚሟሉ ዜጎች የሚያገለግሉ በመሆኑ ነው ይህንን የተረሳ ደብዳቤ ላወጣው የተገደድኩት፡፡ የሀገርውስጥ ሰልጣኞችን ነው የማሰለጥነው በሚል ጥያቄዋን ያቀረበችው ማሰልጠኛ ተቋም ምንያክል አግባብነት እንዳለው መመልከት ይቻላል፡፡

**በአዲስ አበባ ከተማ አስተዳደር የትምህርት ስልጠና ጥራትና የሙያ ብቃት ምዘና ማረጋገጫ ባለስልጣን የካ ቅርንጫፍ የት/ት እና ስልጠና ዳይሬክቶሬት የቴክኒክና ሙያ ቡድን ከኮቪድ 19 ሻይረስ**

# ወረርሺኝ ምክንያት ስራ መቋረጥ በኋላ በተሰሩ ስራዎች ላይ የተሰጠ ሪፖርት

በብርሃኑ ታደሰ ታዮ የተዘጋጀ

ግንቦት 26 2012

## ለ፡ የካ ቅርንጫፍ የትምህርትና ስልጠና የተቋማት እውቅና ፈቃድ አሰጣጥና እድሳት ዳሬክቶሬት አዲስ አበባ

የ2012 ዓ.ም የቴክኒክና ሙያ እውቅና ፈቃድ አሰጣጥ ቡድንበስሩ ያሉትን የቴክኒክና ሙያ ተቋማት ለማየት ተሞክሯል፡፡ የተሰራው ስራ የቡድኑ እቅድ በማውጣት ወደ ግል በማውረድ ስራዎችን በመከፋፈልና በየሳምንቱ እየተገናኙ የተሰሩትን ስራዎች በመገምገም ደረጃ ስራዎችን በመስጠትና በመቀበል ረገድ ክፍተት እንደነበረበት በተለያዩ ጊዜ የቀረቡት ሪፖርቶችና አቤቱታዎች መረዳት ይቻላል፡፡ ይህ ተግዳሮት እያለም የሚሰሩ ስራዎችን የቀጣይ የትኩረት አቅጣጫ በማስቀመጥ ለመስራት በባለሙያዎች ዘንድ ተሞክሯል፡፡ ስራዎችን በተያዘላቸው የጊዜ ገደብ ለመከወን ቢሞክርም ሁሉንም ተቋማት ለማዳረስ ያልተቻለበት ምክንያት በአስተባባሪዎች እቅድ ውስጥ ተቋማቱን ሙሉ ለሙሉ እንድናይ አለመደረጉ ነበር፡፡ ሁሉንም ተቋማት እንድናይ የተዘረጋ አሰራር አለመኖሩ የታየ የአሰራር ክፍተት ሲሆን፡፡ የአሰራር አደረጃጀት እቅድ አፈጻጸም በመገምገም ጠንካራና ደካማ ጎን በመለየት ይህንን መነሻ አድርጎ በ2012ዓ.ም በስራ አደረጃጀት ዓመታዊ ዕቅድ በማዘጋጀት እና ወደ-ስራ ተገብቶልዓመቱን በስራ በማገባደድ የሶስተኛው እሩብ ዓመት በማጠናቀቅ አራተኛው ሩብ አመት ሪፖርት ላይ ተደርሷል፡፡ በመሆኑም ይህ አመታዊ እቅድ ክንውን በአራትኛው ሩብ አመት የድርጊት

መረሃ ግብር የተከፋፈለ ሆኖ በዋናነት የመጨረሻው ወር እቅድ እና ክንውን አፈጻጸም ደርሰን ሪፖርቱ በማጠናቀር በሚቀጥለው መልክ ቀርቧል፡፡

➤ በዚህም ረገድ አገልግሎት አሰጣጣችን በተመለከተ የኮቪድ 19 ኮሮና ቫይረስ በአጠቃላይ በሀገራችን ቫይረሱ በምርመራ የተገኘባቸው ሰዎች ቁጥር በመጨመሩ ስራችንን ለሁለት ወራት ማቋረጣችን ይታወቃል፡፡ በመሆኑም የተዘጉትን ተቋሞቻችንን ወደስራ ማስገባትን አስመልክቶ ከአመራር ድክመትና ከተከሰተው ወረርሺኝ ጋር ተያይዞ መሰራት የነበረባቸው በርካታ ስራዎች መስራት አልተቻለም፡፡ ከዚህ በፊት የተቋማት እድሳትም ይሁን አዲስ ፍቃድ ለሚያወጡ ተቋማት ሲሰራበት የነበረው የተሳሳተ አሰራር ብቻ እውቅና ፈቃድ መስራት ስለነበረ በርካታ ስህተቶች ተከስተዋል፡፡ በመሆኑም ሰራተኞች እረፍት ይውጡ በመባሉ የተቋማት የአዲት ስራ ብቻ መስራት ስለማይቻል የእውቅና እደሳት ከ2011 ዓ.ም ጀምሮ እስከ 2012 ዓ.ም 7 ተቋማት እደሳ እንዳልተሰራባቸው እንዲሁም በህገወጥ መልክ እየሰሩ ያሉ 11 ተቋማት ወደሀጋዊ እንዲገቡ ሪፖርት አድርገን ምላሽ አለመሰጡ አንድ ማሳያ ነው፡፡

➤ የለውጥ መሳሪያዎችን አቀናጅቶ ከመስራት አኳያ የሚቀሩ ነገሮች እንዳሉ የሚያመላክት ሲሆን፤ የስራ ሰአት አከባበር በኮሪና ወረርሺኝ አማካኝነት የተቆራረጠ አሰራር እንዳለ ቢታወቅም የተሸለ ነገር እየተሰራ መሆኑን ከቡድኑ አባላት በተናጠል በተሰሩ ስራዎች መረዳት ይቻላል፡፡

➤ በተጨማሪ ሞርኒንግ ብሪፊንግ (morning briefing) አደረጃጀት ስብሰባን ሳይቆራርጥ ለማስኬድ አደረጃጀቱን እንደ ችግር መፍቻ አለማየት በዋናነት የአስተባባሪዎች የሚሰሩ ስራዎችን ሁሉንም ሰራተኞች ባለማሳተፍና አባላቱ በሚገባ የሚሰሩ ስራዎችን ለመከወን ፍቃደኝነት ላይ ያለችግር እንዳለ ከኮቪድ ወረርሺኝ ከመምጣቱ በፊት የታየ እንደነበር በተደጋጋሚ በሚቀርቡ የስራ አጠቃቀሞችና ሪፖርቶች መረዳት ይቻላል፡፡

➤ በዚህ መልኩ የተሰጠ ስራን ቆጥሮ ከመረከብና ከመፈጸም አንጻር ከበፊት የተሸለ ነገር ቢኖርም፤ አሁንም ሙሉ በሙሉ ተቋማትን በመለየት የሚሰራው ስራ የሚቀረው መሆኑ እንዳለ የሚያሳይ ነገር እንዳለችግሩ አሁንም ሙሉ በሙሉ አለመቀረፉን ያሳያል፡፡

➤ ከላይ እደተጠቀሰው የአሰራሮቻችንን ችግሮች በመኖራቸው ፍቃደኛ ሆኖ ሁሉም የሚሰሩ ስራዎችን በመስራት የተከናወኑትን በተጨማሪም በማየት በአግባቡ ተመዝኖ ለታዩ ተቋማት ደረጃ በመስጠት አንጻር የኮቪድ ወረርሺኝ በመከሰቱ ጅምር ስራዎችን ማጠናቀቅ አለመቻሉ፡፡

➤ የለውጥ መሳሪያዎችን ከመተግበር አንጻር፡-

### **ግብ 1:- የለውጥ ስራውን በላቀ ውጤታማነት ለማሳካት የሚያስችል የተሟላ ዝግጁነት መፍጠር**

ተግባር 1:- በራስ ተነሳሽነት ስራዎችን የመስራት ባህል እንዲዳብር ማድረግ

ተግባር 2:- የመንግስት አዋጆች ደንቦች መመሪያዎች መዘተ ተገንዝቦ ለሌሎች የማሳወቅ ኃላፊነት እንዲወጡ መደረጉ፤

ተግባር 3:- ለለውጥ እራሱን የማዘጋጀት ስራ መስራቱ

ተግባር 4:- ውስን ሀብትን በጥንቃቄ በቁጠባ የመጠቀም ተግባርን መከናወኑ፤ተግባር 5:- አዳዲስ የለውጥ ሠራዊት በማፍራት ላይ ትኩረት ሰጥቶ መንቀሳቀስ፤

ተግባር 6:- በአጠቃላይ በሀገራችን የኮቪድ 19 ቫይረስ ስራችንን እንድናከናውን ባለመቻላችንና በአጠቃላይ የቴክኒክና ሙያ ተቋሞቻችን ማስተማርና ማሰልጠን በማቋረጣቸው ችግሩን ለመፍታት የተሞከረው የ Google class room, facebook group and page, WebPages እና በ telegram, skype, linkedin onedriveetc... በ online እንዲያስተምሩ platform መሰራቱ፤ ከዘመኑ የኮቪድ ወረርሺኝ ጋር ተያይዞ የ ፌደራል ቴክኒክና ሙያ አዲስ ባሻሻለው በማከል ሊሻሻሉ ሊጨመርባቸው ይገባን ያልኳቸውን ስታንደርዶች ከአዲሱ ወረርሺኝ ጋር በማያያዝ የጤና ረዳት ሰራተኞችን የምናመርትበትን ፕሮፖዛል አድርጌለሁ እሴም care giving ሲሆን የወጡትን የብቃት አሀዱዎቹን እንደሚከተለው አቀርባለሁ፡፡

[LSA CRG2 02 0419](#)Maintain health, safety and security in a domestic work Environment

[LSA CRG2 03 0419](#)Use Arabic language to communicate in a domestic work Setting

[LSA CRG2 06 0419](#) Apply Basic Cleaning Principles to Perform Cleaning Tasks

[LSA CRG2 08 0419](#)Provide Care and Support for Infants and/or Toddlers in a Household Setting

[LSA CRG2 09 0419](#)Provide Care and Support for Children in a Household

[LSA CRG2 10 0419](#)Provide Care and Support to Elderly People

[LSA CRG2 110419](#)Assist Client with Medication

[LSA CRG2 15 0419](#)Respond to Emergency and Apply Basic First Aid

**My proposed occupation with related health is support workersby making Standardized Program Accreditation and Re-Accreditation Checklist Textbooks and Laboratory Equipment for short term, level I, II, III, IV and V Dentist Programms.If my proposal approvedBased on the chance given to the assessors to develop a checklist for the minimum requirements that should reasonably be met by applicants of TVET before the accreditation and reaccreditation license is granted:**The following are essential requirements set as minimum requirements that must be met by a private TVET institution to open and/or run a program in **Dentist assistant**.The criteria are the benchmarks or quality indicators that determine how the essential requirements are met.

ተግባር ሀ:- የማሰልጠኛ ማቴሪያሎች online ተቋሞቹ እንዲደርሳቸው በማድረግ ስልጣኖቻቸው ስልጠናቸውን ቢያቋርጡም ስልጠናው ሙሉ በሙሉ በ online እንዲያገኙ ማስቻላችን፡-

❖ የቅርንጫፍ መስሪያቤቱ ባለሙያዎችና ቡድን መሪዎች ኃላፊነቱና ጸግባር



❖ የእውቅና ፈቃድ አሰጣጥን በተያዘለት የጊዜ ሰሌዳ እዲተገበር ያደርጋል

❖ የቅርንጫፍ መስሪያ ቤቱ ባለሙያዎች በየሣምንቱ በሚደረጉ የ morning briefing for effective work ዉይይት መድረኮች የዕቅዱን አፈጻጸም ይፈትሻሉ፤

❖ በቢ.ኤስ.ሲ ስርዓት በተቃኘ የሥራ ዕቅድ አፈጻጸም የሚገመገሙበትና ዉይይት መድረክ ወይም ፎረም በማዘጋጀት በየሩብ ዓመቱ አንድ ጊዜ ክፍሎቹ ከእቅዱ ጋር አብሮ እንደሚሄዱ ኃላፊ ሲያመቻች ያወያያሉ ይገመግማሉ፤

❖ ኃላፊ ባመቻችለት አሰራር መሰረት በሰራተኞች መካከል የዉድድር መንፈስ በመፈጠሩ ክትትል ይደረጋል፤ ይገመግማል፤

❖ የአሰራር፣ የአመለካከት፣ የክህሎትና የስነ-ምግባር ክፍተት በየሣምንቱ በሚደረግ ዉይይት እርምት እርምጃ እየተወሰደ ያስገኘዉ ዉጤት ይገመግማል፤

❖ ከባለድርሻ አካላት/ከደንበኛ ጋር አገልግሎት አሰጣጣቸዉን ይገመግማል፤

❖ ከሁሉም ሥራ ክፍሎች ግር በመሆን መደበኛ የዕቅድ አፈጻጸም ግምገማ በየ15 ቀን ያካሂዳሉ፤

❖ የቅርብ ኃላፊ ባለሙያዎች ስራ መስራታቸውን ማረጋገጥ ያለበት በሰሩት ስራ ልክ እንጂ ኃላፊ ስለወደደውና ስለጠላው መሆን የለበትም

❖ ወቅታዊ የሆነ ግብረ መልስ ምላሽ ይሰጣሉ፤

❖ የቅርንጫፍ መስሪያ ቤቱ ማኔጅመንት ስራና ተግባር ስንመለከት

❖ ለሁሉም የቅርንጫፍ መስሪያ ቤቱ ማኔጅመንት ማህበረሰብ የግልጽኝነት፣ የአሳታፊነትና የተጠያቂነት ሥርዓት ይዘረጋል፤

❖ የመልካም አስተዳደርና የትምህርት ጥራት ፎረም በየሩብ ዓመቱ ከባለሙያዎችና ከሚመለከታቸዉ አካላት ጋር ዉይይት ማመቻቸት፤

❖ ለባለሙያዎች፣ ለአስተዳደር ሠራተኞችና ት/ቤቶችና ቴክኒክና ሙያ ተቋማት የዉይይት መድረክ ወይም ፎረም በማዘጋጀት ቢያንስ በየሩብ ዓመቱ በየደረጃዉ ካሉ አደረጃጀቶች ጋር መድረክ በመፍጠር በቅርንጫፍ ጽ/ቤቱ ጉዳዮች ላይ እና ዕቅዱ በተያዘለት መርሐ ግብር እየተተገበረ መሆኑን የዉይይት መድረክ በመዘጋጀት መገምገም ስራ ይከውናሉ፤

❖ በወር አንድ ጊዜ በስሩ ካሉ ከሥራ ክፍሎች ያለውን የአገልግሎት አሰጣጥ ቀልጣፋነት ፍትሐዊነትን ቀጣይነት ባለው መልኩ እየተካሄደ መሆኑን ይገመግማል፤ ይከታተላል፤

❖ የቅርንጫፍ ጽ/ቤቱ ማኔጅመንት የሰው ሀይሉንና ስራውን በማወቅ፤ ተጨባጭ እውነታ ላይ በመመስረት፤ ግልጽ ግቦችንና ቅደም ተከተል በማወጣት፤ ውጤት እስኪገኝ ድረስ ቀጣይነት ባለው መንገድ ሠራተኞችን በመሸለምና በማትጋት፤ በማብቃትና ችሎታቸውን በማሳደግ ወዘተ... ባለስልጣን መስራቤቱን መምራት፤

❖ ለባለሙያዎችሆነ ለአስተዳደር ሠራተኞች አፈጻጸማቸውን በመለካት ፍትሐዊ የሆነ የአጭር፤ የመካከለኛ በሀገር ውስጥና በውጪ የትምህርት ዕድል ለመስጠት ዕድሉን ያመቻቻል፤

❖ የቅርንጫፍ መስሪያ ቤቱን የወስጥ ገቢ አቅም በማየት በጥናት ላይ የተመሰረተ ለሰራተኞች ሌሎች ጥቅማ ጥቅሞችን፤ የልምድ ልወደጦችን እና የደረጃ ዕድገት እንዲያገኙ ያመቻቻል፤

❖ በየዘርፉ የሚነሱ የመልካም አስተዳደር ችግሮችን በአጭር፤ መካከለኛና በረጅም ጊዜ የሚፈቱትን በመለየት የዕቅዱ አካል በማድረግ ምላሽ ለመስጠት ይሰራል፤

❖ ችግሮችን በመለየት የተፈቱና ያልተፈቱ ችግሮችን በመፈተሽ የተፈቱትን በግልጽ በማሳየትና ያልተፈቱትን ችግሮች ምክንያታቸውን በዝርዝር በማወጣት ወቅታዊ ምላሽ መስጠት፤

❖ የትምህርትና ስልጠና ጥራትን የመልካም አስተዳደር ጉዳዮች ውስጥ የአዲትና ኢንሰፔክሽን ቡድን በመሰየም ቢያንስ በወር አንድ ጊዜ በተመረጡ የስራ ክፍሎችና ትምህርት ቤቶችና ቴክኒክና ሙያ ተቋማት ተገኝተው እንዲፈትሹ በማድረግ በግብረ-መልስ መስራት ተገቢውን አቅጣጫ ይሰጣል፤

❖ በየ 15 ቀን፤ በየወሩና በየሩብ አመት የዕቅድ አፈጻጸምን ይገመግማል፤

❖ ወቅታዊ የሆነ ግብረ መልስ ምላሽ ይሰጣል፤

❖ በአዲስ አበባ ትምህርተና ስልጠና ባለስልጣን የስራ አመራር ማኔጅመንት ስራና ተግባር ስንመለከት

❖ በአዲስ አበባ ትምህርተና ስልጠና ባለስልጣን አጠቃላይ እንቅስቃሴም ሆነ የዕቅድ አፈጻጸም በበላይነት ይከታተላል፤ ይገመግማል፤ ይመራል፤

❖ በየሩብ ዓመት የሚካሄደው መደበኛ ጉባኤ እንደተጠበቀ ሆኖ አስፈላጊ ሆኖ ሲገኝ አስቸኳይ ስብሰባዎችን በማድረግ የባለስልጣኑን ወቅታዊ አፈጻጸም ገምግሞ ተገቢውን ድጋፍ ይሰጣል፤

❖ የአገልግሎት አሰጣጥን ፍትሐዊነትን ይከታተላል፤ የአመራሩን አቅም ከማጎልበት አንጻር የባለስልጣኑን ማፎካሰን በቀረቤታ በመከታተል ተገቢውን አቅጣጫ ይሰጣል፤ ይገመግማል፤

❖ አመራሩና የፈጻሚውን አካል የአመለካከት፣ ክህሎትና ስነ-ምግባር ክፍተት በመለየት ክትትልና ግምገማ ያደርጋል፤

❖ የልማት አቅሞችን የሚያደናቅፉ የኪራይ ሰብሳቢነት አመለካከትን የማዳከም ስራዎችን ክትትል ያደርጋል ይገመግማል፤ በተገመገመው መሰረት ምላሽ ይሰጣል፤

❖ አገልግሎት አሰጣጥ ላይ ያለውን ክፍተት ለመሙላት የባለስልጣኑ ሰራተኞች በሙሉ በየሩብ አመቱ ለስብሰባ ይጠራል ያሰራር ማነቆዎችን በመፈተሽ ችግሮችን ይፈታል፤

❖ ወቅታዊ የሆነ ግብረ መልስ አስፈላጊ በሆነ መልኩ ምላሽ ይሰጣል፤

## ግብ 2 ያልተሰጠው ወደፊት በዋናነት የሚካተት የመልካም አስተዳደር ዕቅድ

ተግባር 2.1: በአገልግሎት አሰጣጥ ላይ የታየ ጥንካሬ፣ ደካማ ጎን እና ሌሎች አሰራሮች ላይ ለሚታዩ ችግሮች ተጠያቂነት ማስፈን ላይ እንዲጠየቁ ያቀረብኩት የስራ አስተባባሪ እስካሁን አለመጠየቃቸው carrot and stake method /accountability used

ተግባር 2.2: ለሚሰጠው አገልግሎት ግልጽነት ማስፈን አለመቻሉ /better to use responsibility

## ግብ 2:- የኪራይ ሰብሳቢነት አመለካከትና ተግባር በተደራጀ አቅም በቁርጠኝነት መታገል

ተግባር 1:- የኪራይ ሰብሳቢነት አመለካከትና ተግባር አደገኝነት ማስገንዘብ

ተግባር 2:- የኪራይ ሰብሳቢነት መገለጫዎች በውይይት ግንዛቤ መፍጠር

ተግባር 3:- የሚስተዋሉ የአመለካከት ጉድለቶችን በውይይት እንዲስተካከል ማድረግ፤

ተግባር 4:- የኪራይ ሰብሳቢነት ትግል አጠናክሮ መቀጠል

በድህር እቅና አሰጣጥ ጉብኝት ወቅት ተቋማት የእውቅና ፈቃዳቸውን ሳያድሱ የሚሰለጥኑ በግሌ መፍትሄ የወሰድኩት እርምጃ በኢንተርኔት አማካኝነት እንዲያሳድሱ ቢጠየቅም እስካሁን እንደንሰራ ፈቃድ ባለማግኘታችን ተቋማቱ የእውቅና ፈቃድ እድሳት አለማደሳቸው

### 3. በአበይት ተግባራት ውስጥ የተከናወኑ ስራዎች

➤ ባለፈው ዓመት መጨረሻ ማለትም 2019 ዓ.ም እንደ አውሮፓውያኑ ዘመን አቆጣጠር ጀምሮ የገርመን የእርዳታ ድርጅት ማለትም (ጂ.አይ.ዜድ) በቀጥታ ኢንተርኔት መገናኛ ለቴክኒክና ሙያ ውድድር ውጥቶ ውድድሩን እንዲያስተባብር በስኪል ኢኒሼቲቭ ፎር አፍሪካ (SIFA) ፈንዲንድ መስኮት(ዊንዶ) 1 ላይ ውድድር አውጥተው የሀገራችንን ቴክኒክና ሙያ ወክልን ከፍተኛ መስወዋትነት ከፍለን ከበርካታ የባለድርሻ አካላት ጋር በመሆን ሰረተን ልከናል፡፡ I remember the project we were make every a very great effort, our attempt to won the computation were send our first draft proposal to our TVET institution without any remuneration.

➤ አዲስ በተቀየረው የ domestic work ማሰልጠኛ ማንዋል የተቋም ሰርተፊኬት አሰጣጥ እንዲቀየር ተደርጓል እንዲቀየር ሲደረግ የቡድኑ አባላት ተራርቀው

ያሉትን ተቋማት በመገኘት በግሌ ጠብቃት አሀዱዎችን የትርጉም ስራ መሰራቱ  
➤ የሀገወጥ ተቋማት ፈቃድ ሳያወጡ የሚሰሩ በመኖራቸው በሁለት ተቋማት ላይ መሰራቱ

➤ ቅድመ እውቅና ላይ አሰጣጥ የተሰራ ሲሆን በርካታ ክፍተቶች ተገኝተዋል እነሱንም እንደሚከተለው አቀርባለሁ

### 3.1 ጠቅለል ባለመልኩ የተሰሩ ስራዎች እንደሚከተው አቀርባለሁ

በአ/አ ከተማ አስተዳደር የትም/ ስልጠና ጥራት ሙያ ብቃት ምዘና ማረጋገጫ ባለስልጣን የየካ ቅርንጫፍ ጽ/ቤት የትም/ሥ የተቋማት እውቅና ፈቃድና እድሳት እውቅና የተሰጣቸው ተቋማት ላይ (የድህረ እውቅና ስራ) ወይም የኦዲት ስራ ከተካሄደበት ጊዜ፡- ከ 07-05-2012 - እስከ ጥር 29/2012 ዓ.ም ድረስ በ 11 የእውቅና ፈቃድና እድሳት ባለሙያዎች የድህረ እውቅና ዳሰሳ በመስራት አጭር በሆነ ጊዜ ውስጥ ያሉበትን ደረጃ በመለየት በ2012 ዓ.ም ድህረ እውቅና አሰጣጥ በተቋማቱ ጥራትና ብቃታቸው ያረጋገጡትን ግብረ መልስ ክትትልና ድጋፍ የተሻሉትን በማበረታታትና ከህግና ስርዓት ውጪ የሆኑትን ደግሞ ስርዓት ማስያዝ አስፈላጊነቱ ላይ መግባባት በመድረስ በግል ተቋማት ላይ በተቋማቱ በመገኘት የተሰራው ድህረ እውቅና አሰጣጥ ጉብኝት መስራት የተገኘውን ግኝት ዝርዝር ሪፖርት መቅረቡ ይታወቃል፡፡

እንደሚታወቀው አንድ ቴክኒክና ሙያተቋም ከዘመኑ ቴክኖሎጂ ጋር መተዋወቅ እንዲሁም ፈጠራ መስራት እንዳለበት እሙን ነው፡፡ ነገርግን የኮምፒውተር ማሰልጠኛ ሆኖ ኢ.ሜል አድራሻ (e-mail address) የሌለው ተቋም መኖሩ እራሱ ምን ያህል ከቴክኖሎጂ ጋር ለመተዋወቅ ፍቃደኛ አለመሆኑን የሚያሳይ እና የአሰራር ድክመት እንደሆነ የሚያመለክት ነው፡፡ ለማሳያነት ያክል የቴክኒክና ሙያ ማሰልጠኛ ሆኖ ኢ.ሜል አድራሻ አለመኖሩ በድክመት ተይዞባቸው በድህረ እውቅና ክትትል ያካሄዱ ባለሙያዎች ተረጋግጧል፡፡ በዳሰሳ

ጥናቱ ላይ የተሳተፉት 11 የእውቅና ፈቃድ ባለሙያዎች ያሰባሰቡት መረጃ በመተንተን ከታዩት 33 ተቋማት 6 ማለትም (18.18%) ተቋማት ብቻ በከፊል የመማሪያና ማስተማሪያ ማቴሪያል (TTLM) ማሟላታቸው፤ ቀሪዎቹ 27 ማለትም (81.82%) ያክሉ ተቋማት ምንም TTLM እንዳላሟሉ ተደርሰዋል፡፡ በመሆኑም በዳሰሳ ጥናቱ ቼክሊስት መሰረት የተረጋገጠ የተቋማት ክፍተት በርካታ ቢሆንም ለጊዜው እንሰራዋለን ብለን በእቅድ የያዘነው የማሰልጠኛ ማቴሪያል TTLM ዝግጅት ላይ እገዛ ማድረግ ነው፡፡ በመሆኑም ስልጠና ለመስጠት የተያዘ እቅድ በሁሉም ዲፓርትመንት የመማሪያና ማስተማሪያ ማቴሪያል (TTLM) ላይ ነው፡፡ በርግጥ እንደሚታወቀው ተቋማቱ በአዲስ መልክ ማሰልጠኛ ለመክፈት ፈልገው ሲመጡ ለስልጠናው ይረዳቸው ዘንድ TTLM አሟልተው ነበር መክፈት የሚገባቸው፡፡ መጀመሪያ እውቅና ፈቃድ ሲያወጡ ለሚከፍቱት ተቋም ማቴሪያል TTLM ላሟሉት ተቋማት የሚሰጥ ሲሆን፡፡ ከመነጃጀል ለመውጣት ሲባል የማሰልጠኛ ማቴሪያል በተሟላ መልኩ ለስልጠናው ጥራት የማዘጋጀት የሚጠበቀው በፌደራል ደረጃ ቢሆንም የተዘጋጁትን ለእውቅና ፈቃድ ባለሙያዎች አማካኝነት ተቋማት ስለሚመሰርቱት አዲስ ዲፓርትመንት TTLM በጥራት በማዘጋጀት ለስልጠናው ጥራት ይረዳቸው ዘንድ እገዛው አስፈላጊ ሆኖ ተገኝቷል፡፡ ነገርግን በፌደራል ቴክኒክና ሙያ TTLM ሊዘጋጅላቸው የሚገቡ ነገርግን ያልተዘጋጀላቸው የስልጠና መስኮች ብዙ ስለሆኑ በዚህ መሰረት የተከፈቱ ተቋማት የማሰልጠኛ ማቴሪያል TTLM የማዘጋጀት ግዴታ ስላለባቸው እኔ በስነ ስልጠና ቁሶች (curriculum material design ) online connection I only specialized on one stream called BCW TTLM ሳቀርብላችሁ እናንተ የምታሰለጥኑትን ዲፓርትመንት ስለምታውቁት በትብብር አብረን እንሰራለን፡፡ : ያልገባችሁን ጥያቄ በግልጽም ይሁን በመልእክት (online message) መጠየቅ ትችላላችሁ፡፡

What is TTLM? Teacher-made printed instructional aide that supplements the teacher's and trainee oral and visual instructions Self-Contained teaching and Learning Materials it includes (Teachers Guide, Learning Materials, Assessment packet include TVET institute support Self-Contained Learning Materials, sound teaching method on making trade Projects and value chain in TVET context).

በተቋማት የሚሰጠው ግብረመልስና በእውቅና ፈቃድ ዙሪያ የዳሰሳ ጥናት የተቋማት የጥራት ክፍተት ተሰባስቦ ተጠናቋል (curriculum and TTLM preparation, quality audit, feedback, and accreditation rule and regulation) የሚያጠቃልል ተደርጎ ነው የታቀደው፡፡ በመሆኑም የእውቅና ፈቃድና እደሳት ባለሙያዎች ከተሞላው ቼክሊስት መሰረት ከተሞላው በተጨማሪ ይህ መጠይቅ በየካ ቅርንጫፍ የሚገኙ ቴክኒክና ሙያ ተቋማት በ online ስልጠና ተሳታፊዎች የሚሞላ ነው፡፡ የስልጠናውን ሂደት ለመገምገም በተዘጋጁት የመገምገሚያ መስፈርት ነጥቦች ፊት ለፊት የተሳታፊዎችን ሃሳብ ለመቀበል የሚያስችሉ ደረጃቸው የተለያዩ የሆኑ ሶስት ባዶ ቦታዎች አሉ፡፡ እርሰዎ በዚህ የስልጠና ለመሳተፍ ያለዎት ፍላጎት ምን ያህል ነው? በመሆኑም ስልጠናው የተሰጠበት አይነት በሁሉም ዲፓርትመንት የመማሪያና ማስተማሪያ ማቴሪያል (TTLM) የማዘጋጀት፡፡ በመሆኑም ይህንን ስልጠና በመረጃ ለማድረግ፤ ለመተንተንና አብሮ ለመስራት በመቀየስ አዘጋጅቶ መልሶ ለተቋማት ለማቅረብ አዘጋጅቷል፡፡ እርሰዎ ተሳታፊ በመሆንዎ ሚያዝ 1 እስከ ግንቦት 30 - 2012 ዓ.ም የማሰልጠና ቁሶች በስነስልጠና ዘዴዎች መሰረት ለቀረቡት ክፍት ቦታዎች በተግባር

በመሙላት የማሰልጠኛ ማቴሪያል በማሟላት ለአራቱም ርዕሶች ማቴሪያል በማዘጋጀት ለተሰጠው የስልጠና ትግበራ ከታች በሰንጠረዥ ውስጥ የደረጃ ሳጥኖች ውስጥ እራይት ምስል “/” ወይም የኤክስ ምስል X ምልክት ካልሆነ እርሰዎን በተመቸው መልኩ አስቀምጡ፡፡

**የስልጠናው ዕለት፡-** ከ05/ሚያዝያ 1 እስከ መስረከቢያ ግንቦት 30 2012 ዓ.ም ለወር ያክል በቼክሊስት መሰረት የድህረ እውቅና ፈቃድ ስራ ላይ የተሰበሰበ መረጃ

**የስልጠናው አይነት፡** ቴ/መ/ማ ተቋማት በሁሉም ዲፓርትመንት የመማሪያና ማስተማሪያ ማቴሪያል (TTLM) የማዘጋጀት የተግባር፣ በእውቅና ፈቃድ ባለሙያ፣ በተቋማት ያለባቸውን ክፍተት በመለየት ክፍተታቸውን መሙላት

**የስልጠናው ዓላማ፡-** የስልጠና ተቋማት ፍቃድ ከመውሰዳቸው በፊት የመማሪያና ማስተማሪያ ማቴሪያል (TTLM) ማሟላታቸው ሳይረጋገጥ ለተከፈቱ ተቋማት እውቅና ፈቃድ ስለተሰጣቸው ለስልጠና ጥራት ሲባል ታግዘው እንዲያዘጋጁ ማድረግ በፌደራል ደረጃ የተዘጋጁት ለመስጠት አልያም በፌደራል ደረጃ ካልተዘጋጀ ማሟላትና ሊኖራችሁ የሚገባ ቢሆንም ክፍተቱ ስለታወቀ ክፍተቱን ለመሸፈን በ ኦንላይን የተዘጋጀ ስልጠና ነው፡፡

**3.2 ይህ ሰንጠረዥ እስካሁን ማለትም የመጀመሪያው Nonline ስልጠና የተሰጠበት ዘመን ከሚያዝያ 1 እስከ ግንቦት 30. 2012 ዓ.ም ድረስ የተሰጠሁት የTTLM ዝግጅት ካልገባዎትም ጥያቄ ያለገደብ እንዲያቀርቡ ሰርተው ማረጋገጫ በተዘጋጀልዎ ቼክሊስ መሰረት እንድታቀርቡ ሲሆን ማጠናቀቅዎና አለማጠናቀቅዎ መከታተያ ቅጽ (ቼክሊስት) ተዘጋጅቶሎዎታል፡፡**

እንደሚታወቀው በግል፣ በመንግስትና በመያድ ቴ/መ/ማ/ ተቋሞቻችን ቼክሊስት በማዘጋጀት በየአመቱ የድህረ እውቅና ለመስጠት ሲጎበኙ የማሰልጠኛ ማቴሪያል ለሰልጣኝም ይሁን አሰልጣኙ እራሱ እንዲሁም ላይብረሪ ውስጥ በተሟላ መልኩ እንደሌለ የሚታወቅ ነው፡፡ በመሆኑም ልየታው ያካተተው በቴ/መ/ማ/ ተቋሞቻችን ላይ በላይብራሪም ይሁን በአሰልጣኝ እጅ በተሟላ መልኩ የማሰልጠኛ ማቴሪያል እንዳልነበሩ በተሰራው የድህረ እውቅና ግምገማ በቼክሊስት ተረጋግጧል ለዚህም መሻሻል ሲባል የቴክኒክና ሙያ ቡድን አባል በሆነው በተከታታይ በምንገናኝባቸው ጊዜያት ሁሉ ያዘጋጃቸው ፎርማቶች በመስጠት ያልገባችሁን ጠይቁ ቢባልም ከተወሰኑት ተቋማት በስተቀር በብዙዎቹ ተቋማት የሚሰጣቸውን አቅጣጫ ሰምቶ ከመሄድ ውጭ በተግባር የተሰራ ስራ አልነበረም በመሆኑም ይህ በቀጥታ የተግባር ስልጠና ዘዴ (online in-basket tray method) እና የቀጥታ ፕሮጀክት ስራ በማላመድ የማሰልጠኛ ዘዴ (online project work exercise) አዘጋጂው እንዲያስረክቡ የተሰጠዎትን የማሰልጠኛ ማቴሪያል TTLM የሰሩትንና ያልሰሩትን በቀረበልዋት ሰንጠረዥ ይግለጽልን፡ ሰንጠረዥ 1 የ ማሰልጠኛ ተቋማት curriculum and TTLM preparation, መከታተያ quality audit, feedback, and accreditation rule and regulation

ተ/ቅ	የሚያሰለጥኑበት የስልጠና ማቴሪያል	ተዘጋጅቷል	አልተዘጋጀም	ካልተዘጋጀ ዕቅድ ማጠናቀቂያ ጊዜ
I	Curriculum Syllabuses			

ተ/ቅ	የሚያሰለጥኑበት የሰልጠና ማቴሪያል	ተዘጋጅቷል	አልተዘጋጀም	ካልተዘጋጀ ዕቅድ ማጠናቀቂያ ጊዜ
II	Outcome Based TVET Curriculum programme Develop and Designed			
III	Outcome Based Training			
IV	schemes of work and lessons to be delivered to students			
V	Institutional Assessment			
VI	National Assessment & Certification			
VII	Institutional and National Assessment & Certification			
1	<b>Teachers Guide</b>			
1.1	Session plan			
1.2	assessment context			
1.3	list of support/reference materials			
1.4	Annexes: (it contains trainees practical test guide and knowledge test for summative assessment)			
1.5	progressive chart			
2	<b>Learning Materials</b>	-	-	-
2.1	Information sheet	-	-	-
2.2	Operation step by step maintaining personal computer procedures entry of data	-	-	-
2.3	Job Sheet, Course Description, Reference, standards and numbering System, Career Pathway Abbreviations and acronyms and Glossary	-	-	-
2.4	Self-check and LAP test	-	-	-
2.5	List of reference materials	-	-	-
3	<b>Assessment packet</b>	-	-	-
	-			

ተ/ቅ	የሚያሰለጥኑበት የስልጠና ማቴሪያል	ተዘጋጅቷል	አልተዘጋጀም	ካልተዘጋጀ ዕቅድ ማጠናቀቂያ ጊዜ
3.1	Demonstrate checklist		-	-
3.2	Formative assessment plan	-	-	-
3.4	Evidence plan by considering standards & level	-	-	-
3.5	Institutional summative assessment plan	-	-	-
3.6	TRB must be prepared			
4	Programme and Projects	-	-	-
4.1	Value chain	-	-	-
4.2	Situational analysis and market analysis	-	-	

...

### 1.2.1. 2012 UNIT OF COMPETENCE CHART old UC

#### Occupational Standard: Domestic Help

Occupational Code: LSA DOM

1. LSA DOM 01 0812 Clean House
2. LSA DOM 02 0812 Provide Food and Beverage Service
3. LSA DOM 03 0812 Wash and Iron Clothes, Linen and Fabric
4. LSA DOM 04 0812 Provide Care and Support to Children
5. LSA DOM 05 0812 Provide Care and Support to Pets
6. LSA DOM 06 0812 Respond Effectively to Challenging / Difficult Behavior



7. LSA DOM 07 0812 Maintain Healthy and Safe Environment
8. LSA DOM 08 0812 Respond to Emergency
9. LSA DOM 09 0812 Receive and Respond to Workplace Communication
10. LSA DOM 10 1012 Apply Continuous Improvement Processes (Kaizen)

### **2023 progress of Caregiving only one UC and followed by 5 learning outcomes**

Occupational Standard: Caregiving Level II

Unit Code LSA CRG2 08 0322 Provide Care and Support for Infants and/or Toddlers in a Household Setting

LO1: Identify for caring needs of infants and toddlers

LO2: Practice daily health and hygiene for infants and toddlers

LO3: Bathe and dress infants and/or toddlers

LO4: Feed infants and/or Toddlers

LO5: Ensure a healthy, safe and secure environment for infants and toddlers

### **2019 TVET-Program Design Domestic work old UC**

1.1. TVET-PROGRAM TITLE: DOMESTIC WORK (SHORT TERM TRAINING)

1.2. TVET-Program Learning Outcomes

The expected outputs of this program are the acquisition and implementation of the following units of competence

LSA DWR2 02 0419 Maintain health, safety and security in a domestic work

LSA DWR2 05 0419 Use Arabic language to communicate in a domestic

work Setting

LSA DWR2 07 0419 Apply Basic Financial Literacy

LSA DWR2 08 0419 Apply Basic Cleaning Principles to perform cleaning task

LSA DWR2 09 0419 Clean and Maintain House in a Domestic Setting

LSA DWR2 10 0419 Wash and Iron clothes, linens and fabrics

LSA DWR2 13 0419 Follow Basic Food Safety Practices

LSA DWR2 14 0419 Organize and Prepare Food in a Domestic Setting

LAS DWR2 15 0419 Serve Food and Beverage

LAS DWR2 16 0419 Provide Domestic Security Service

LSA DWR2 19 0419 Develop Business Practice Domestic Setting

### **1.2.2. 2012 UNIT OF COMPETENCE CHART**

#### **Occupational Standard: Domestic Help II**

Occupational Code: LSA DOM

1. .LSA DOM 01 0812 Clean House
2. .LSA DOM 02 0812 Provide Food and Beverage Service
3. LSA DOM 03 0812 Wash and Iron Clothes, Linen and Fabric
4. LSA DOM 04 0812 Provide Care and Support to Children
5. LSA DOM 05 0812 Provide Care and Support to Pets
6. LSA DOM 06 0812 Respond Effectively to Challenging / Difficult Behavior

7. LSA DOM 07 0812 Maintain Healthy and Safe Environment
8. LSA DOM 08 0812 Respond to Emergency
9. LSA DOM 09 0812 Receive and Respond to Workplace Communication
10. LSA DOM 10 1012 Apply Continuous Improvement Processes (Kaizen)

### **1.2.3. 2019 Recent UNIT OF COMPETENCE CHART**

#### **Occupational Code: Domestic Help**

##### **LSADWR2 NTQF Level II**

1. LSA DWR2 01 0419 Work in a Socially and Culturally Diverse Workplace
2. LSA DWR2 02 0419 Maintain Health, Safety and Security in a Domestic  
Work
3. LSA DWR2 03 0419 Organise and Perform Own Work
4. LSA DWR2 04 0419 Undertake Calculations Relevant to Domestic Work
5. LSA DWR2 05 0419 Use Arabic Language to Communicate in a Domestic  
Work Setting
6. LSA DWR2 06 0419 Use English Language to Communicate in a  
Domestic Work Setting
7. LSAD WR2 07 0419 Apply Basic Financial Literacy
8. LSA DWR2 08 0419 Apply Basic Cleaning Principles to perform Cleaning  
Tasks
9. LSA DWR2 09 0419 Clean and Maintain House in Domestic Setting
10. LSA DWR2 10 0419 Wash and Iron Cloths, Linens and Fabrics
11. LSA DWR2 11 0419 Clean and Operate Basic Household Equipment
12. LSA DWR2 12 0419 Clean and Maintain Food Preparation, Storage and

#### Service Areas

- 13. LSA DWR2 13 0419 Follow Basic Food Safety Practices
- 14. LSA DWR2 14 0419 Organize and Prepare Basic Food in a Domestic

#### Setting

- 15. LSA DWR2 15 0419 Serve Food and Beverage
- 16. LSA DWR2 16 0419 Provide Domestic Security Service
- 17. LSA DWR2 17 0419 Participate in Workplace Communication in a  
Domestic Work Environment
- 18. LSA DWR2 18 0419 Work in Team Environment in Domestic Setting
- 19. LSA DWR2 19 0419 Develop Business Practice in Domestic Setting
- 20. LSA DWR2 20 0419 Standardize and Sustain 3S

### **Ministry of labour and skills Federal Democratic Republic of Ethiopia OCCUPATIONAL STANDARD DOMESTIC WORK**

#### **NTQF Level II Ministry Science and Higher Education March 2022/ Based on March, 2022 (Version- II) Occupational standard (OS)**

#### **2023 progress of Domestic work code and UC**

**LSA DWR2 01 0322** Develop Self-Awareness and work in a Socially Diverse Workplace

**LSA DWR2 02 0322** Use Arabic Language to Communicate in a Domestic Work Setting

**LSA DWR2 03 0322** Use English Language to Communicate in a Domestic Work Setting

**LSA DWR2 04 0322** Clean and Maintain House in Domestic Setting

**LSA DWR2 05 0322** Wash and Iron Cloths, Linens and Fabrics

**LSA DWR2 06 0322** Clean, Sanitize and Maintain Food Preparation, Storage and Service Areas

**LSA DWR2 07 0322** Prepare and Serve Food in a Domestic Setting

[LSA DWR2 08 0322](#) Provide Care for Plants

[LSA DWR2 09 0322](#) Provide Care for Pets

[LSA DWR2 10 0322](#) Apply Basic Financial Literacy

[LSA DWR2 11 0322](#) Apply First Aid

[LSA DWR2 12 0322](#) Apply 5S Procedures

## **Equipment, utensils and tools important for the domestic training**

### **Variable**

#### **Basic cleaning equipment**

**May include, but not limited to:**

#### **Range**

- Scrubbing machine
- Shampooing machine
- Vacuum cleaners, carpet cleaners and steam mops
- Mops
- Bucket and mop ringer
- Duster
- Broom
- Dustpan
- Towel

#### **Cleaning supplies and agents                      May include, but not limited to:**

- Manual- sweeping equipment, mopping equipment, vacuum cleaner etc.
- Mop heads, cloths, sponges, spray bottles, buckets, wipes
- Air freshener, deodoriser
- Garbage bags
- Brushes or cleaning cloths, brooms and dust pans
- Toilet bowl swabs, disinfectants, sanitizing agent
- Neutral detergents
- Acid and alkaline based detergents
- Disinfectants
- Cleaning solutions including stain removers, floor polisher, liquid and powder detergents
- Cleaning solutions **used to remove lime scale and/or any material, carried by water from a hard surface.**

#### **PPE    May include, but not limited to:**

- Face masks
- Footwear
- Gloves and aprons/uniform
- hairnet

#### **Upholstery    Means soft, padded textile used to upholster furniture.**

#### **surfaces              May include, but not limited to:**

- **Glass, stainless steel, granite, marble, plaster, wall paper, sealed wood, brass, ceramic, metal, plastic, tiles, ceramic and porcelain**

#### **Furniture and fixtures                      May include, but not limited to:**

- Wardrobes, dressers and mirrors, beds and cots, tables, chairs and ottomans, lamps and shades
- Living room furniture and fixtures
- Sofas, lounges and ottomans, shelves and cupboards, tables and chairs, lamps and shades, decorations etc.
- Showerheads, taps and around taps, soap holders/dispensers, jet, shower pipes, tiles, door tracks, doors/curtain, floors of showers, window sills, shampoo trays, bathroom cabinet/shelves/cupboards, wall, hard floors/carpets and towel rails

- Taps and around taps, plugholes, around and inside plugholes, inside baths, basins and bidets, outside baths, basins and bidets, tiles, floor and wall surfaces, overflow holes, soap dispensers, counter tops, mirrors, door handles and light switches

#### **Variable**

**Laundry equipment May include, but not limited to:**

#### **Range**

- Basin
- Electrical and mechanical washing machines and dryers
- Pails, dippers and laundry brushes
- Washing boards

**Laundry agents and supplies May include, but not limited to:**

- Brushes and measuring spoons to aid in washing
- Personal protective equipment including gloves, apron and hair net
- Stain removing agents such as Acid cleaners, Alkali cleaners, Chlorine bleach and all-purpose detergents
- Washing agents such as fabric cleaners, fabric softener and Chlorine bleach

**Washed items May include, but not limited to:**

- Bed sheets, pillow cases
- Linen
- Table cloths, napkins, etc.
- Variety of clothing items

**Ironing equipment May include, but not limited to:**

- Household irons or pressers, electrical or powered by steam
- Ironing table

**Folding and packing May include, but not limited to:**

- Folding non-clothing items according to size and use
- Hanging items of clothing onto hangers for storing

#### **Variable**

#### **Range**

**Hazards and emergencies May include, but not limited to:**

- Chemical spills
- Epidemics/disease outbreaks
- Fire
- Psychological problems
- Gas leaks
- Home intrusion
- Injury to self or personnel
- Natural calamities and Vehicle accidents
- Animal bites
- Bullying and harassment, including sexual harassment
- Dust and air pollutants
- Electricity and water
- Excessively hot and cold environments
- Explosion
- Hazardous substances

- Inadequate rest
- Infections and contagious illnesses
- Manual handling/lifting practices
- Poor storage of materials and waste
- Substance and alcohol abuse at work safety breaches

**Fire-safety equipment      May include, but not limited to:**

- Fire blankets
- Fire extinguishers
- Fire hoses
- Fire-fighting equipment
- Smoke detector

**Food safety procedures      May include, but not limited to:**

- Cooking and serving food
- Disposing waste and garbage materials
- Identifying food labels
- Preparing ingredients
- Storing cooked and uncooked food

**Components of food safety      May include, but not limited to:**

- Maintaining personal hygiene while storing and handling food
- Preventing contamination, cross contamination
- Reporting and preventing pest infestation
- Safe disposal of waste
- Safe handling and storage of cooked and un-cooked food
- Use of personal protective equipment

**PPE      May include, but not limited to:**

- Face masks
- Gloves and aprons
- Hairnets and Protective shoes

**Personal hygiene practices      May include, but not limited to:**

- Correct way of washing hands regularly
- Drinking and using water from safe sources
- Maintaining personal grooming including clean nails, clean and covered hair, **wearing clean clothing**

- Sanitary requirements

**Equipment      May include, but not limited to:**

- Manual sweeping equipment
- mopping equipment
- vacuum cleaner etc.

**Cleaning agents      May include, but not limited to:**

- Neutral detergent, acid and alkaline-based detergents, disinfectants, degreasers, bleach etc.

**Supplies      May include, but not limited to:**

- Cleaning supplies, mop heads, cloths, sponges, spray bottles, buckets, wipes etc.
- Pantry supplies such as food ingredients, condiments and spices

**Cleaning surfaces and equipment      May include, but not limited to:**

- Carpets and mats
- Electric and gas stoves and ovens



- Floors surfaces such as wood, tiles etc.
- Food mixers
- Fridge and freezers
- Furniture
- Microwave
- Pans/cooking utensils
- Windows, frames and glass panels

**Identified foodstuffs for disposal    May include, but not limited to:**

- Expired or rotten
- Not suitable for human consumption
- Single use items
- Unsafe or suspected of not being safe

**Variable**

**Range**

**Kitchen equipment    May include, but not limited to:**

- Dishwasher
- Freezer and refrigerator
- Microwave oven
- Toasters
- Blenders
- Mixers and food processors
- Electric kettles and coffee makers
- Cooking ovens and stoves
- Salamander
- Coffee grinder
- Grill
- Salvers
- Plates
- Knives
- Openers
- Cutleries (Forks, Spoons, etc)
- Glasses
- Cups and saucers

**Menu items    •    May include, but not limited to:**

- Appetizers such as salads (fattoush, mixed vegetable salad, cheese salad, tuna salad, cucumber and tomato salad, cereal salad)
- Breakfast items such as fried egg, toasted bread with spreads, oats, La Vache Qui Rit cheese, Labneh cheese, fowl, falafel, hummus
- Juice and shakes
- Rice, noodles and pasta dishes
- Sandwiches such as French toast, burger, chicken sandwich, beef sandwich, tuna sandwich
- Pita and others Arabian dishes
- Spring rolls and samosa

Utensils, glassware, cutlery and table appointments    May include, but not limited to:

- Condiments and condiment containers
- Crockery - flat ware silver ware and china ware
- Cutlery - knives, spoons and forks
- Dishes, platters, lids and covers
- Glassware for alcoholic and non-alcoholic beverages Linen
- Oven to tableware
- Placemats
- Service utensils
- Tea and coffee making equipment

**Safe food handing techniques      May include, but not limited to:**

- Maintaining personal hygiene while storing and handling food
- Preventing contamination, cross contamination
- Reporting and preventing pest infestation
- Safe disposal of waste
- Safe handling and storage of cooked and un-cooked food
- Use of personal protective equipment

**The following are to be selected according to country/region of service May include, but not limited to:**

- Basic egg dishes
- Basic fish and/or seafood dishes
- Basic meat and poultry dishes
- Simple deserts and pastry dishes
- Simple sauces

**Variable      Range**

**Caring requirements      May include, but not limited to:**

- Fertilizing and watering of plants
- Pruning, trimming and dead heading plants

**Plants May include, but not limited to:**

- Caring for newly planted and indoor plants, saplings, shrubs and bushes

**Food May include, but not limited to:**

- In-organic/synthetic fertilisers
- Organic fertilizers such as compost, manure

**Watering requirement      May include, but not limited to:**

- Feeding needs, including frequency of feeding, quantity of feeding, types of food
- Watering needs, including amount of water, freshness of water and how often it **is provided**

**PPE May include, but not limited to:**

- Gloves, safety goggles and aprons

**Equipment for caring plants**

- **Garden gloves with claws**
- Plastic watering can
- Garden shears pruners scissor or snips
- Manual Sprayer
- Mister
- Drainage trays

- Hand trowel
- Scissors

**Variable      Range**

**Pets    May include, but not limited to:**

- Different kinds of birds
- Different kinds of fish
- Different kinds of dogs
- Different kinds of cats
- Hamsters and rabbits

**Cleaning equipment    May include, but not limited to:**

- Bathing, cleaning and grooming paraphernalia and applications
- Cleaning chemicals and tools and supplies
- Feeding and drinking paraphernalia
- Pet's foods
- Toiletries such as soap, shampoo, comb, brush, nail clippers etc

**Food    May include, but not limited to:**

- Commercial pet food that is packaged for different kinds and sizes of pets
- Homemade food including food prepared, cooked or raw as allocated by the **household**

**Unusual eating behaviour    May include, but not limited to:**

- Choking
- Difficulty swallowing
- Not eating
- Vomiting

**Pet area/s      May include, but not limited to:**

- Bird cages
- Cat baskets
- Dog houses

**Safety measures      May include, but not limited to:**

- Bones, such as chicken bones that splinter, causing choking
- Cars and machinery
- Chewing on electrical cords
- Predators, such as larger dogs or foxes or birds of prey
- Small objects causing choking

**Health requirement/diseases of pets      May include, but not limited to:**

- Application of drops, powder or shampoo (as preventive measures)
- Common diseases including but not limited to:
  - ☐ **Birds flu**
  - ☐ **Toxoplasmosis**
  - ☐ **Cat flu**
  - ☐ **Distemper**
  - ☐ **Kennel cough**
  - ☐ **Rabies**
- Cuts, lumps and bruises
- De-worming
- Infestation of:

- ☐ **Fleas, ticks, skin mites and lice**
- ☐ **Internal and external parasites**
- ☐ **Worms**
- Skin problems, itching
- Vaccination

## **Variable**

### **Range**

#### **Physical hazards      May include, but not limited to:**

- Workplace hazards
- Environmental hazards
- Proximity of other people
- Hazards associated with casualty management processes

#### **Risks      May include, but not limited to:**

- Worksite equipment, machinery and substances
- Environmental risks
- Bodily fluids
- Risk of further injury to the casualty
- Risk associated with the proximity of the others and bystanders

#### **Vital signs      May include, but not limited to:**

- Breathing
- Circulation
- Consciousness

#### **First aid management**

#### **May include, but not limited to:**

- Workplace policies and procedures
- Industry/site specific regulations, codes
- OSH
- State and territory workplace health and safety requirements
- Allergies the casualty may have

#### **Client's condition      May include, but not limited to:**

- Abdominal injuries
- Allergic reactions
- Bleeding
- Burns-thermal, chemical, friction, electrical
- Cardiac conditions
- Chemical contamination
- Cod injuries
- Crush injuries
- Dislocations
- Drowning
- Eye injuries
- Fractures
- Head injuries

- Epilepsy
- Minor skin injuries
- Neck and spinal injuries
- Needle stick injuries
- Poisoning and toxic
- Substances
- Shock
- Smoke inhalation

**First aid principles May include, but not limited to:**

- Checking the site for danger to self, casualty and others and minimizing the danger
- Checking and maintaining the casualty's airways, breathing and circulation

**Communication media and equipment May include, but not limited to:**

- Mobile phone
- Satellite phones
- HF/VHF radio
- Flags
- Flares
- Two-way radio
- Email
- Electronic equipment

**Equipment and resources May include, but not limited to:**

- Defibrillation units
- Pressure bandages
- Thermometers
- First Aid Kit
- Eyewash
- Thermal Blankets
- Pocket Face Masks
- Rubber Gloves
- Dressing
- Space Device
- Cervical Collars

**May include, but not limited to:**

- 5S Job Cycle Charts
- Visual 5S
- The Five Minute 5S
- Standardization level checklist
- 5S checklist
- The five Whys and one How approach(5W1H)
- uspension
- Incorporation and Use Elimination
- 5S slogans
- 5S posters
- 5S photo exhibits and storyboards
- 5S newsletter
- 5S maps

- 5S pocket manuals
- 5S department/benchmarking tours
- 5S months
- 5S audit
- Awarding system
- Big cleaning day
- Patrolling system May include, but not limited to:
  - ☐ **Top management Patrol**
  - ☐ **5S Committee members and Promotion office Patrol**
  - ☐ **Mutual patrol**
  - ☐ **Self-patrol**
- Checklist and Camera patrols

Sensitivity to cultural and social differences American vs. French gusts service provision waiter (maître d'hôtel) or waitress appearing in front of customers' right or left, which one is appropriate for whom. During service provision, never recommend and attempt to serve liqueur and any alcoholic beverage for Arabian culture.

በ2012 ዓ.ም ለማሰልጠን ለቀረቡት በተግባር የማሰልጠኛ ማቴሪያል በማዘጋጀት ተቋማት መከታተያ ቼክ-ሊስት (checklist) ከታች በሰንጠረዥ ውስጥ ክፍት ቦታ ውስጥ ትክክል ሆነውን “ ” ምልክት በመስጠት ወይም ትክክል ያልሆነውን X ምልክት በመስጠት የሚያሰለጥኑበት የስልጠኛ ማቴሪያል ተዘጋጅቷል ወይስ አልተዘጋጀም ካልተዘጋጀ ለማዘጋጀት ዕቅድ በማውጣት መቼ እንደሚተገበር አስተያየተዎን ይስጡ፡፡ (በሳጥኑ መጨረሻ ላይ የተቋሙ አማካይ ውጤት የሚሞላ ስለሆነ ተቋማት ያዘጋጁትና ያልተዘጋጀውን በአግባቡ ይመሉ)

Set the training material and institutional for the training application provided for training in 2020, checklist when the training material is ready to be prepared by setting the follow up checklist provided during the trainneg. The training offer for quality auditors on provided on January 2020. Make a mark or fill in the blank space either mark right whan your ansure is courrect make it X if your ansure is in correct. Determine when you are intended to prepare the remaining strategy. At the end of the table below, the average score of the institution is filled out, so that institutions fill out properly what is rady to use prepared and not prepared

(Set the institutions and complete the one that is not properly prepared, since the institutens average score is to be filled at the end of the box)

**ሰንጠረዥ 2 ተቋማት Curriculum and TTLM preparation, መከታተያ quality audit, feedback, and accreditation rule and regulation**

No/ተ/ቅ	Training material and other items የሚያስለጥኑበት የስልጠና ማቴሪያል	Prepared / ተዘጋጅቷል	Not prepared/ አልተዘጋጀም	When you intend to prepare/ ካልተዘጋጀ ዕቅድ ማጠናቀቂያ ጊዜ/
I	Curriculum Syllabuses			
II	Outcome Based TVET Curriculum programme Develop and Designed			
III	Outcome Based Training			
IV	schemes of work and lessons to be delivered to students			
V	Institutional Assessment			
VI	National Assessment & Certification			
VII	Institutional and National Assessment & Certification			
<b>1</b>	<b>Teachers Guide</b>			
1.1	Session plan			
1.2	assessment context			
1.3	list of support/reference materials			
1.4	Annexes: (it contains trainees practical test guide and knowledge test for summative assessment)			
1.5	progressive chart			
<b>2</b>	<b>Learning Materials</b>	-	-	-
2.1	Information sheet	-	-	-

No/ተ/ቅ	Training material and other items የሚያስለጥኑበት የስልጠና ማቴሪያል	Prepared / ተዘጋጅቷል	Not prepared/ አልተዘጋጀም	When you intend to prepare/ ካልተዘጋጀ ዕቅድ ማጠናቀቂያ ጊዜ/
2.2	Operation step by step maintaining personal computer procedures entry of data	-	-	-
2.3	Job Sheet, Course Description, Reference, standards and numbering System, Career Pathway Abbreviations and acronyms and Glossary	-	-	-
2.4	Self-check and LAP test	-	-	-
2.5	List of reference materials	-	-	-
3	Assessment packet	-	-	-
3.1	Demonstrate checklist	-	-	-
3.2	Formative assessment plan	-	-	-
3.4	Evidence plan by considering standards & level	-	-	-
3.5	Institutional summative assessment plan	-	-	-
3.6	TRB must be prepared	-	-	-
4	Programme and Projects	-	-	-
4.1	Value chain	-	-	-
4.2	Situational analysis and market analysis	-	-	-

...



Record book

**Page 1 Record Book (Student Transcript)**

**Trainee's Record Book (Transcript) of Shalome Music Training Center**

**Including Logo ..... of the Institute, Location and other info of TVET Institute**

**Name of the Trainee .....Student Photo**



**Name of the TVET Institute.....**

**Name of TVET .....**

Office of the Registrar Location of the TVET

The trainee has attend the following grading system Formative evaluation if the trainees achieved continual assessment more than our expectation according to the TVET Standard we can write satisfactory or if the trainees false we should right Not yet satisfactory. The assessment symbol should right “/” or if the trainees false we should make a symbol “X”. Nevertheless, if the trainees scored more than 50, 60 or 75 according to institutional internal rules assessment number we should write the above mentioned.

**Recommendations:**

\_\_\_\_\_ Endorsement for Graduation (TTI) \_\_\_\_\_

\_\_\_\_\_ Endorsement for NC Assessment (TTI) \_\_\_\_\_

\_\_\_\_\_ For completion of \_\_\_\_\_ modules (TTI) \_\_\_\_\_

**Completed Other Courses:**

Civic Programs (TTI) \_\_\_\_\_

Gender Sensitivity Training (TTI) \_\_\_\_\_

Remarks:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Amanuel Berhe  
Trainer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rediet Eshetu  
Registrar

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Dean

\_\_\_\_\_  
Date

EMD CONSTRUCTION FINISHING WORKS  
AND TRAINING CENTER



NAME OF STUDENT \_\_\_\_\_

Program Title: Gypsum Decor and painting

Batch Class:     round    

Date (Start of Training): \_\_\_\_\_

Date (End of Training): \_\_\_\_\_

**Competences Acquired:  
Summative Assessment**

Module Code	Competence	DS	DF	No. of Hours	Institutional Assessment Result		TRI	TTI
					C	NYC		
CON TIL 01 0211	Construction Hand and Power Tools							
CON TIL 02 0211	Carrying-Out Measurements and Simple Calculations							
CON FCW2 06 0211	Installing fibrous plaster components							
CON FCW1 10 0211	Prepare Surfaces for Painting and Decorating							
CON PLP 03 0211	Producing specialized plaster surface							
CON TIL 04 0211	Install Mechanically Fixed Plasterboard							
CON PLP 04 0211	Install pre-cast decorative molding							

CON TIL 05 0211	Apply Smooth Finish Paint by Brush Roller and Spray							
CON FCW1 14 0211	Work With Others							

- TRI –Trainee’s Initial
- TTI – Teacher’s Initial
- DS – Date Started
- DF – Date Finished
- LO – Learning Outcome
- C – Competent
- NYC – Not Yet Competent

### Progress Check (Formative Assessment)

Unit of competency: Construction Hand and Power Tools

Learning Outcomes	DS	DF	No. of Hours	1 <sup>st</sup> Try		2 <sup>nd</sup> Try		REMARK
				C	NYC	C	NYC	
Identify hand and power tools			6 hr					
Select appropriate hand tools								
Use appropriate hand tools								
Select appropriate power tools								
Use appropriate power tools								

**Unit of competency:** Carrying-Out Measurements and Simple Calculations

Learning Outcomes	DS	DF	No. of Hours	1 <sup>st</sup> Try		2 <sup>nd</sup> Try		Remarks
				C	NYC	C	NYC	
Select measuring instruments			hr					
Carry out measurements and calculations								
Locate and identify key features on a site plan								

Clean up work area and tools								
------------------------------	--	--	--	--	--	--	--	--

**Unit of competency:** Installing fibrous plaster component

Learning Outcomes	DS	DF	No. of Hours	1 <sup>st</sup> Try		2 <sup>nd</sup> Try		Remark
				C	NYC	C	NYC	
Plan and prepare								

Fix fibrous plaster components								
Clean up								

**Unit of competency:** Prepare Surfaces for Painting and Decorating

Learning Outcomes	DS	DF	No. of Hours	1 <sup>st</sup> Try		2 <sup>nd</sup> Try		Remark
				C	NYC	C	NYC	
Plan and prepare								
Prepare new or unceated surface for painting or clear finish								
Prepare previously coated surface for painting or clean finish								
Remove wall paper and prepare surface for painting								

Clean up								
----------	--	--	--	--	--	--	--	--

**Unit of competency:** Producing specialized plaster surface

Learning Outcomes	DS	DF	No. of Hours	1 <sup>st</sup> Try		2 <sup>nd</sup> Try		Remark
				C	NYC	C	NYC	
Prepare templates for curved work or circular columns								
Install the prepared templates								

**Unit of competency:** Install Mechanically Fixed Plasterboard

Learning Outcomes	DS	DF	No. of Hours	1 <sup>st</sup> Try	2 <sup>nd</sup> Try	Remark
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				C	NYC	C	NYC	
Plan and prepare								
Install and finish plasterboard and fiber cement products								
Clean up								

**Unit of competency:** install pre-cast decorative molding

Learning Outcomes	DS	DF	No. of Hours	1 <sup>st</sup> Try		2 <sup>nd</sup> Try		Remark
				C	NYC	C	NYC	
Plan and prepare								
Prepare work area for application processes								
Fix and stop pre-cast molded archways								

Fix and stop plaster paneled ceiling								
Fix ornamental moldings								

**Unit of competency: apply smooth finishing painting**

Learning Outcomes	DS	DF	No. of Hours	1 <sup>st</sup> Try		2 <sup>nd</sup> Try		Remark
				C	NYC	C	NYC	
Plan and prepare								
Prepare work area for application processes								
Fix and stop pre-cast molded archways								
Fix and stop plaster paneled ceiling								

Fix ornamental moldings								
Clean up								

**Unit of competency:** working with others

Learning Outcomes	DS	DF	No. of Hours	1 <sup>st</sup> Try		2 <sup>nd</sup> Try		Remark
				C	NYC	C	NYC	
Develop effective workplace relationship								
Contribute to work group activities								

# Attendance Sheet

[illegible]


**For entire classmates use this attendance**

**Attendance Sheet**

No .	Student name	Cont.Hr	Date	PM		AM		Remark
				Trainees signature	Trainees signature	Trainees signature	Trainees signature	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								

18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								

# Progressive Chart

Name of the Institute **Shalom Music Training Center**

**Sector: Culture, Sport and Tourism**

**sub sector:-Music Industry**

**Occupation; Musical Instrument Playing**  
**MODULE/COMPETENCY TITLE; - Read Simple Musical**  
**OCCUPATIONAL HEALTHY SAFETY Notes**

**Course code:- CST MIP1 04 0913**

**Trainees' assessment progressive chart**

No	Name of the trainees	Formative evaluation									Summative evaluation				
		Elements									UC. Read Simple Musical Notes				
		LO1			Lo2			Lo 3			learning outcom occupational standards				
		1. Explore conventions of music notation			2. Perform notated music on an instrument			3. Identify opportunities for further development of music-reading skills							
		W	D	I	W2	D3	I4	W5	Column6	D7	I8	D13	W14	D15	I16
		S/NYS			S /NYS			S /NYS			C/NYCO				
1															
2															
3															
4															

**NB:** you can use the symbol right or x to indicate passed or failed

**Formative evaluation:** within Institutional Exam it indicate continual evaluation after completing every learning outcome and summaive evaluation final institutional exam

✓ Satisfactory

X: Not Yet Satisfactory C:  
 computant NYC Not Yet competent

**W:** Represented Written Exam

**D:** Represent Demonstration I:  
 interview





Table 3 Sample session plan

Session Plan-7 (MIP1-LO4)			
Modular curriculum	Musical Instrument Playing		
Coerce code	CST MIP1 04 0913		
Unit of Competence	Set-out Musical instrument playing		
Module Title	Read Simple Musical Notes		
LO1	Explore conventions of music notation		
Session Objectives:	This unit describes the performance outcomes, skills and knowledge required to give an introduction to basic analytical knowledge and skills to identify music notational guidance to play music from simple written notation.		
	<ul style="list-style-type: none"> <li>Simple <i>rhythmic, melodic structures</i> are identified</li> <li>Dynamics and expression marks are recognized</li> </ul>		
	<ul style="list-style-type: none"> <li>clear work area and dispose reused or recycled materials in accordance with legislation/regulations/codes of practice and job specification</li> </ul>		
	<ul style="list-style-type: none"> <li>clean, check, maintain and store tools and equipment in accordance with musical Notes' recommendations and standard work practices</li> </ul>		
Activities	Nominal Duration	Contents	Methods
Introduction	10 mins	Recapitulation/ subsequent brief recitation	Discussion

<b>Sessions</b>	30 mins	Housekeeping and 5S	Lecture-discussion
	20 mins	Tools and Equipment Cleaning and Maintenance	Lecture-discussion
	30 mins	Concept and Procedures of Material Disposal, Recycling and Reuse	Lecture-discussion and Demonstration
	15 mins	Waste Management	Lecture-discussion
<b>Evaluation</b>	45 mins	Accomplishment of LAP Test	Individual Activity
<b>Summary</b>	5 mins	Wrap-up and Feedback	Question & Answer
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Learning Guide #7</li> <li>• Sample materials</li> </ul>		
	<ul style="list-style-type: none"> <li>• Musical common tools and equipment</li> </ul>		

### 1.3. Consideration of the curriculum to assure the quality

#### 1.3.1. *Components of quality curriculum*

- It must cover the following two main components of quality curriculum:-
  - TVET-Program Design
  - Learning Modules
- The TVET program design must include:-
  - TVET-Program Title
  - TVET-Program Description
  - TVET-Program Learning Outcomes
  - Duration of the TVET-Program
  - Qualification Level and Certification
  - Target Groups
  - Entry Requirements
  - Mode of Delivery
  - TVET-Program Structure
  - Institutional Assessment
  - Teacher's Profile

- Learning Modules
- Resource Requirements

#### 1.3.2. *Learning Module Design must include:-*

- TVET-Program Title
- Module Code and Title
- Nominal Duration
- Module Description
- Learning Outcomes
- Module Contents
- Learning Methods
- Assessment Methods and Criteria
- Resource Requirements

#### 1.4. *Standard of training duration*

- It must have relevant nominal duration hours for social service occupation.
- **Short term training for Domestic help, House hold service and Care Giving :-**
  - Allocate estimated number of hours (duration) to accomplish each of the module outcomes under a particular program. Add the entire module duration and place sub - total under a particular program./The nominal duration of hours should be the sum of each modules.
- **Domestic help:-**
  - For level I occupation 240 -260 hours including kaizen and cooperative training.
- **House hold service:-**
  - For level II occupation 270-300hours including kaizen and cooperative training.
- **Care giving:-**
  - For level II occupation 800-830 hours including kaizen and cooperative training.

#### 1.5. *Consideration of curriculum based on the labour market demand*

- The curriculum must be depending upon the local, national and international labor market demand (Analyzing the government development direction/plan, investment trends in the region/nation)
- The curriculum must fulfill the national as well as the international employers' requirements.
- The curriculum in all training packages to be delivered in the program must include **one international language** of a country to be expected a workplace for candidates. It must be customized to the requirements of a specific language for very simple, commonly used expressions

of a basic and predictable nature and linked to vocational activities which are relevant to the particular social service sector, workplace and circumstance.

#### 1.6. Review and modification of the curriculum

- Curriculum need to be reviewed and revised periodically based on the customers feedback and when OS is improved.

## 2. Standard Trainees

### 2.1. Definition of TVET trainees

- A TVET trainee is a person qualified to undergo a TVET training system for the purpose of acquiring and developing job qualifications (attitude, knowledge and skill). These trainees might be formal or non-formal trainees.

### 2.2. Qualifications of trainees in the program

#### 2.2.1. For regular training

- The trainees are required to possess the entry requirements of the federal TVET Bureau or as per the entry requirements of the city government of Addis Ababa TVET Bureau.
- The entry requirement must incorporate gender and special needs.
- The trainees are required to have ability to speak, read and understand English.

#### 2.2.2. For short term training

- The trainees are required to possess the entry requirements of the city government of Addis Ababa TVET Bureau.
- The entry requirement must incorporate gender and special needs.

### 2.3. Academic background of trainees for the program

#### 2.3.1. For regular training

- The trainees are required to complete 10<sup>th</sup> or 12<sup>th</sup> grade.
- At least 18 years old.

#### 2.3.2. For short term training

- The trainees are any interested groups who can read and write.
- At least 18 years old.

### 2.4. Standard number of class per trainees in the program.

- The standard number of class per trainees in the program must be:-

No.	Occupation /program	No of class per trainees		Trainees per class size
		Ideal	Tolerable	
1.	Domestic help	1:20	1:21-25	1:1.2 m <sup>2</sup>

2.	Care giving	1:20	1:21-25	<b>1:1.2 m<sup>2</sup></b>
3.	House hold service	1:20	1:21-25	<b>1:1.2 m<sup>2</sup></b>

**Table 4Standard number of class per trainees in the program**

**2.5. Gender equity for the program**

- The female to male ratio should be 1:1 and priority will be given to females.

**2.6. Standard working uniform and shoes for the program**

- Working uniform and shoes for the program must be:-
  - As prescribed by the EOS.
  - As prescribed in the curriculum.
  - As prescribed by the OSHA for the program.
  - As prescribed by the cooperative enterprise/industry/workplace.

**2.7. Standard personal protective equipments (PPE)**

- The trainees must fulfill the standard PPE:-
  - As prescribed by the EOS.
  - As prescribed in the curriculum.
  - As prescribed by the OSHA for the program.
  - As prescribed by the cooperative enterprise/industry/workplace to follow Occupational Health and Safety (OHS).
- It may include but are not limited to:-
  - Mask
  - Gloves
  - Goggles
  - Hair net/cape/bonnet
  - Face mask/shield
  - Ear muffs
  - Aprons /gowns/coverall
  - Anti static sweets

### 3. Standard Trainers for the program

#### 3.1. Definition of TVET trainer

- TVET trainer is an instructor, facilitator or supervisor who is qualified to facilitate specific occupations and should possess at least a trainer qualifications level certification C (level IV completed) and who has training methodology certificate.

#### 3.2. Qualification of trainer

##### 3.2.1. C - Level trainer

- He/she must complete at least level IV TVET program for the occupation.
- He/she must assessed and be competent level by level up to level IV.
- He/she must take training methodology and has a certificate too.
- He/she must be aware of the TVET strategy and other supported guiding instructions.
- computer literate

##### 3.2.2. B- Level trainer

- He/she must complete a university degree program for the occupation.
- He/she must assessed and be competent level by level at least up to level IV.
- He/she must take training methodology and has a certificate too.
- He/she must be a trainer developer (outcome based curriculum, TTLM, assessment tools in his/her field of expertise).
- He/she must deliver project based training by copying technologies 100%.
- He/she must be aware of the TVET strategy and other supported guiding instructions.
- computer literate

##### 3.2.3. A - Level trainer

- He/she must complete a university second degree (masters) program for the occupation.
- He/she must assessed and be competent level by level up to level V.
- He/she must take training methodology and has a certificate too.
- He/she must be a trainer developer (outcome based curriculum, TTLM, assessment tools in his/her field of expertise).
- He/she must be a trainer supervisor.
- He/she must deliver project based training by copying technologies 100%.
- He/she must be qualified to train lower level trainers in his/her area of expertise, including TMB and TMC, Training Methodology for B and C level trainers respectively.
- He/she must be aware of the TVET strategy and other supported guiding instructions.
- computer literate

## Trainers by occupational level

Qualification level/ Title	Competencies		Supposed to train
	occupation	Methodology	
A	NC V+	TMA	L5, L4, L3, L2 & L1 and short term trainings
B	NC IV	TMB	L4, L3, L2 & L1 and short term trainings
C	NC IV	TMC	L2 & L1 and short term trainings

**Table 5** Trainers by occupational level

### 3.3. Qualification of TVET trainers for the program

No.	Occupations/programs	Qualification level	Remark
1.	Domestic help	Clinical/comprehensive nursing diploma or level IV, BSC nursing and above.  Housekeeping and laundry supervision, food production supervision diploma or level IV, BA in hotel management and above.	<ul style="list-style-type: none"> <li>➤ Must be assessed and be competent level by level.</li> <li>➤ Must be certified and competent in Domestic help/ House hold service/ Care giving.</li> <li>➤ Have completed methodology training.</li> <li>➤ Have at least one year teaching experience in the field.</li> </ul>
2.	House hold service		
3.	Care giving		

**Table 6** Qualification of TVET trainers for the program

## 4. Standard Training Facilities (Building Workshop/Lecture room)

### 4.1. Definitions

- Training Workshop is a room or building where theoretical and practical training are done which is sufficiently furnished with the machineries, instruments, hand tools, charts and consumables that can help the trainees acquire the necessary skills.



- Trainees Classroom is a room or building where theoretical instructions is done, sufficiently furnished with tables, chairs, white and black boards, charts, audio-video aids and consumables as prescribed by the curriculum that can help the trainees acquire the necessary attitude and knowledge.
- Library a building or room containing a collection of books, news, video records, computers, instructional materials, journals, periodicals and other materials that are valuable for use by the members of an institution.

#### 4.1.1. Standard Facilities

- A training facility must have flexible and technologically –advanced learning environment that are:-
  - Safe
  - Healthy
  - Comfortable
  - Aesthetically-pleasing
  - Accessible
- Training institutions need to have buildings that are suitable for the specific trainings, regarding the occupations they offer.
- The training campus must be located in a wholesome environment, safe from transportation, sufficiently free from noise, dust, smoke and other polluting and destructing elements.
- **Training institute should have the following facilities:**
  - a. It should be free from any distraction and should be suitable (only for training)
  - b. The necessary instructional room, workshop, laboratories, computer centre (well furnished)
  - c. Library with relevant books, and in sufficient copies
  - d. Offices for both academic and administrative staff
  - e. Stores
  - f. Sufficient Separate toilets for both sexes
  - g. First aid kit in every workshop
  - h. Fire extinguisher for each workshop
  - i. Provision for access and facilities for people with disabilities, particular attention shall be paid to toilet facilities, door sizes and swings, floor finishes, hand rails and other services.

#### 4.1.2. Buildings

While selecting a building for a training institutes, their lighting (artificial and natural), the ventilation and heat condition, the load bearing capacity of floors and the like should be considered.

- The standard building must include:
  - a. It must have its own fences (compound).

- b. Access to road (for vehicles)
- c. Access to electric power, telephone, and water
- d. Landscape not susceptible for damages from flooding, wind, sewerage and the like
- e. Training facility separated from facilities of general education/ and other facilities which are not related to the Training
- f. TVET institution's campus and resources should be used entirely for TVET programs. (Separated from general education and higher education)
- g. If a TVET institution has two compounds which are more than 300 m apart, they will be considered as two campuses and hence each need to have its own physical facilities like library, workshops, etc.
- h. With the above mentioned considerations, TVET institutions should consider the space standards shown in the table below

#### 4.2. Size of workshop

No.	Rooms	Area needed per trainee (m <sup>2</sup> )	Remark
1.	Instructional room	1.2	30m <sup>2</sup> for 25 trainees
2.	Workshop /demonstration room/	4	100m <sup>2</sup> for 25 trainees
3.	Library	*** 105 – 280	
4.	Cafeteria	0.6	15m <sup>2</sup> for 25 trainees

**Table 7 Size of workshop**

#### Annotation:

(\*\*\*) considering 25% of the total number of trainees. If an institution exceeds 280 trainees, the library should be 1.7 m<sup>2</sup> per trainee.

#### 4.3. Size of instruction rooms

An instructional room, for theoretical instructions, should be sufficient for the number of trainees as prescribed by the national standards. Considering a **1.2 m<sup>2</sup>** trainee standard and a well ventilated and well illuminated room, rooms for instruction should satisfy the following requirements.

#### Furniture for instructional room

No.	Item	Qty	Length Cm	Depth Cm	Height Cm	Remark
1.	Desk/ armchair	1	55	100	74	Trainee
2.	Table	1	80	120	74	Trainer's
3.	Chair	1	40	56	78	Trainer's
4.	Chair	Per trainee	35	35	77	Trainee
5.	Black/white board	1	240	---	120	Per room
6.	Notice board	1	120	---	100	Per room

**Table 8Furniture for instructional room**

#### 4.4. Library

- **Libraries** should be organized in such a way to accommodate 25% of the total trainees at a time.
- The books and journals should not be outdated, assuming their age to be less than a decade, thus guaranteeing availability of modern technology and findings.
- Embrace 50% of books of respective programs.
- Libraries should be managed by trained librarians.
- Libraries service should be supported by internet access, computers, and audio-video materials.

#### 4.5. Lighting and ventilation requirements of workshop and classrooms for the program

- Workshops, classrooms and libraries should be well lighted (natural and artificial) and ventilated.
- To achieve reasonable natural light, windows and/or skylight shall be provided to all and the glazed area shall be minimum 10% of floor area the room.

- To promote natural cross habitable room design for use by more than 15 occupants shall have external windows/doors skylights with a minimum open-able area of 10% floor area.
- If open-able area of 10% of floor area cannot be achieved practically through windows and doors, airflow shall be assisted by mechanical ventilation systems.

#### 4.6. Sections of a workshop area

- The workshop must be arranged based on the kaizen philosophy (8 work stations)
  - a. Learning resource area.
  - b. Training resource area.
  - c. Contextual learning area
  - d. Practical wok area.
  - e. Assessment area.
  - f. Computer lab.
  - g. Quality control centre.
  - h. Support area.

#### 4.7. Electrical requirements

- All power outlets and lighting circuits shall be protected by residual current devices (earth leakage safety switching).
- Emergency shut off buttons to power supply shall be provided in workshops and practical class rooms.

#### 4.8. Institutional facility requirements for the program

##### **A. Domestic help for level I**

- Demonstration room (100 sqm)
  - I. Kitchen
  - II. Dining
  - III. Living
  - IV. Bedroom with bathroom
  - V. Laundry
- Lecture room 30 sqm for 25 trainees
- Clinic

##### **B. House hold service for level II**

- Demonstration room (100 sqm)
  - I. Kitchen
  - II. Dining
  - III. Living

IV. Bedroom with bathroom

V. Laundry

- Lecture room 30 sqm for 25 trainees
- Clinic

### **C. Care giving for level II**

- Demonstration room (100 sqm)
  - I. Children room / Play room
  - II. Dining and Kitchen
  - III. Living room
  - IV. Bedroom with Bathroom
  - V. Room for disabled
- Lecture room 30 sqm for 25 trainees
- Clinic

## **5. Standard Tools/ Machines/Equipment**

### **5.1. Definitions of Tools/ Machines/Equipment**

- Tool is a device or implement, typically hand-held, used to carry out TVET training for each occupation.
- Machine is an apparatus using or applying mechanical power and having several parts, each with a definite function and together performing a particular task associating with TVET training for each occupational area.
- Equipment is the items/tools/machines needed to performing a particular task associating with TVET training for each occupational area.

### **5.2. Tools, machines and equipment for the program**

- Tools, machines and equipments should be sufficiently fulfilled as prescribed in every unit of occupational standards, curriculum and TTLM **/See annex 1/**

### **5.3. Ratio of tools, machines, and equipment per trainee**

- Tools, machines and equipments ratio per trainees should be sufficiently fulfilled as prescribed in every curriculum.

No.	Description	Required Ratio			Remark
		Ideal	Tolerable	In tolerable	
1.	Tools	1:1	1:2	1:3	
2.	Machines				
	➤ Basic (ordinary) *	1:1	1:2	1:3	
	➤ Moderate (ordinary)**	1:5	1:6-10	1:11 and above	
	➤ Special (high tech)***	1:15	1:16-20	1:21 and above	
3.	Equipment				
	➤ Basic (ordinary) *	1:1	1:2	1:3 and above	
	➤ Moderate (ordinary)**	1:5	1:6-10	1:11 and above	
	➤ Special (high tech)***	1:15	1:16-20	1:21 and above	

**Table 9**Ratio of tools, machines, and equipment per trainee

### Annotation

- (\*) machines which are important to deliver training and easily accessed for all trainees.
- (\*\*) machines which are important to deliver training but hard to access for all trainees.
- (\*\*\*) machines which are important to deliver training but very hard to access for all trainees.

## **1. Standard Supplies and Materials**

### **1.1. Definition of supplies and materials**

- Supplies are the items that are needed and consumed while delivering TVET training for each occupational area.
- Materials are the items that are needed to a particular activity while delivering TVET training for each occupational area.

### **1.2. Supplies and materials for the program**

- Supplies and materials must be available for each trainee in the occupational area as prescribed by the curriculum. **/See annex 2/**

### 1.3. Quantity of supplies and materials per trainee/student ratio

- Sufficient quantity of supplies and materials must be allotted for each trainee as prescribed by the curriculum.

### 1.4. Storage system, distribution and inventory of supplies and materials

- Supplies and materials must be stored in kaizen principles.
- There must be a systematic fair distribution as per required by training.
- There must be a regular inventory schedule for supplies and materials.

## 2. Standard Training instructional Materials (Instructional Aid)

### 2.1. Definition of training and instructional materials

- The training, teaching and learning materials are trainer-made printed instructional aid that supplements the trainer's oral and visual instructions.
- It is a well-designed and carefully developed learning aid that provides detailed instructions to the trainee.
- They are self-instructions to guide the trainee in learning and progressing at a rate comfortable to them.
- It serves a support in acquiring the learning outcomes reflecting the competence requirements of the particular occupation addressed by the program curriculum.
- Generally, TTLM is instructional media that facilitates individualized learning.

### 2.2. Types of training and instructional materials

- There must be the 'Resource-Based' and 'Self-Contained' TTLM.
  - The resource-based uses additional materials available internally or externally of the organization or institute such as textbook, journals, periodicals, handouts or manuals to provide the needed information leading to acquisition of the intended learning outcome.
  - The self-contained TTLM provides all the necessary information needed to understand and acquire the identified learning outcome. The trainee does not need to access additional reference material.

### 2.3. Bases of training and instructional materials

- **Bases of training, teaching and learning material must be:**
  - directly related to the occupational standards and the curriculum
  - designed by the trainer to fit local condition and appropriate to intended trainees
  - designed in a way that address the learning for all the learning outcomes within one learning module

## 2.4. Ratio of training materials per trainee/student

No.	Item	Ratio of Item: Trainees/student			
	Instructional & Learning Materials	Ideal	Tolerable	Intolerable	Remark
1.	TTLM /teaching, training and learning materials/	1:1	1:1	1:2	
2.	Textbooks (one Title) related to the occupation.	1:1	1:5	1:≥6	
3.	Reference Books related to the occupation.	1:1	1:5	1:≥6	
4.	Journals/Publication/Magazines related to the occupation.	1:3	1:10	1:≥11	
5.	Instructional Audio Video (In Library/classroom location)	1:1	1:1	1:1	
6.	Visual training media (LCD, OHP, laptops) (classroom)	1:30	1:40	1: ≥41	
7.	black board, white board, flip chart	1:30	1:40	1: ≥41	

**Table 10 Ratio of training materials per trainee/student**

### 1.1. Component of training material's

- The TTLM must be composed of three packages that are:
  1. Trainer's Guide
  2. Learning Guides and
  3. Assessment Packet.

## 2. Standard Assessment

### 2.1. Definition of assessment

- Assessment is a process of collecting evidence and making judgments on whether competence has been achieved.



## 2.2. Types of assessment

- There must be both institutional (formative and summative) and national assessment.
- The trainer must prepare the institutional assessment tools.

## 2.3. Standard assessment packet

- The institutional assessment must have an assessment packet that include:
  - a) Written test
  - b) Practical simulation/Demonstration with oral questioning
  - c) Knowledge test
  - d) LAP test

### ➤ Sample format of assessment packet

<i>(Formative Assessment)TVET Program:</i>						
<i>Learning Module Title:</i>						
<i>Learning Outcome(s) covered</i>		<ul style="list-style-type: none"> <li>• —</li> <li>• —</li> <li>• —</li> </ul>				
<b>Ways in which evidence will be collected:</b>  <b>The evidence must show that the trainee.....</b>		<b>Observation</b>	<b>Interview</b>	<b>Demonstration with Oral Questioning</b>	<b>Written Test</b>	<b>LAP Test</b>
• (assessment criteria)						
•						
•						

**Table 11***Formative Assessment*

\*Critical aspects

Prepared by:		Date:	
Checked by:		Date:	

## Summative Assessment

<b>TVET Program:</b>					
<b>Batch Class:</b>					
<b>Learning Module UC (s) covered</b>	<ul style="list-style-type: none"> <li>• —</li> <li>• —</li> <li>• —</li> </ul>				
<b>Ways in which evidence will be collected:</b>  <b>The evidence must show that the trainee.....</b>	<b>Observation</b>	<b>Interview</b>	<b>Demonstration with Oral Questioning</b>	<b>Written Test</b>	<b>LAP Test</b>
• (assessment criteria)					
•					
•					
•					

**Table 12 Summative Assessment**

\*Critical aspects of competence

Prepared by:		Date:	
Checked by:		Date:	

### 2.4. National assessment

- Trainees must take an outcome based assessment level by level.
- Short term training must be completed by assessment.
- Trainees who are not competent in any level shall not be transferred to the next level.

### 2.5. Requirements for trainee to be considered competent

- If he/she certified by national assessment.
- Every trainee/student to be considered competent, he/she should show the required knowledge, skills and attitude of the respective occupational standard.

## 2.6. Administering an assessment

- The national assessment must be administered according to assessment center operational manual.
- Assessors must be accredited professionals from industries eligible to conduct assessment.

## 3. Standard for Administrative Support component

### 3.1. Definition of administrative support

- Administrative support staff is a category of individuals who provides various kinds of administrative support service to the main objectives of TVET activities.

### 3.2. Units of standard administrative support

- TVET institutions organizational structure, adequate administrative personnel should be employed for each position, with the necessary profile to carry out their duties.
- Administrative staff must be qualified, trained and experienced in their respective works and sufficiently fulfilled in accordance with the organizational structure.
- **Some of administrative units are:**
  - ✓ Registrar office for the admission and certification of trainees.
  - ✓ Finance and Procurement system.
  - ✓ Storehouse unit.
  - ✓ Staff development unit.
  - ✓ Library unit.
  - ✓ Workshop unit.

## 10. Standard System and Procedures of Accreditation

### 10.1. Definition of accreditation

- ✚ Accreditation is a process of quality assurance through which accredited status is granted to training provider, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards.

### 10.2. Standard systems and accreditation process

- ✚ The whole Accreditation process must have:
  - a) Accreditation
  - b) Renewal of accreditation

### 10.3. Procedures of an institution to be accredited

#### 10.3.1. Standard for accreditation procedure

- ✚ For the accreditation purpose, every TVET provider must apply for accreditation of its programs (rather than institutions) to the city government of Addis Ababa TVET Bureau to the accreditation of programs in TVET directive.

- ✚ The TVET provider can start training only if it gets the accreditation license from the authority, after assessment of the necessary input standards (detailed checklist will be prepared by accrediting bodies based on the minimum standard for the occupation/program).
- ✚ It is the process whereby TVET providers' compliance with the minimum standard must be checked for the program to be accredited and as a result allowed or denied to start their training processes.
  - While accrediting a program, the following input parameters must be considered:
    - a) Local labor market information
    - b) Human resource
    - c) Training facilities
  - **Requirements for accreditation application should include:**
    - ✓ Administrative Documents
    - ✓ A report on current labor market
    - ✓ Updated EOS of the program.
    - ✓ Proof of building ownership or lease-contract of at least five years
    - ✓ Composition of the Board
    - ✓ Board resolution on the acceptance of the TVET program
    - ✓ Strategic plan (institutional development plan- IDP)
    - ✓ Memorandum of understanding with local company (in case of Cooperative Training)
    - ✓ Curricular Requirements
    - ✓ Curriculum derived from the relevant EOS
    - ✓ Relevant instructional materials
    - ✓ Relevant equipment, material and other inputs, as prescribed in the EOS.
    - ✓ Profile of certified TVET trainers for the program and their qualifications
    - ✓ Profile of management and supporting staff and their qualifications
    - ✓ Contractual agreement of training staff at least for a year.
  - Rules on
    - ✓ Tuition and other fee
    - ✓ Trainee evaluation system
    - ✓ Entrance requirements complying with the regional minimum entrance requirements
    - ✓ Attendance
    - ✓ Code of conduct for both TVET trainers and their trainees
  - **Accreditation license Fees**
    - ✓ Accreditation license fee should be as prescribed by the city government of Addis Ababa TVET Bureau accreditation directive.

- The accreditation certificate to be awarded by the city government of Addis Ababa TVET Bureau must include information on: name of the program/ occupation, its level, and the maximum number of trainees allowed.

### **10.3.3. Standard for Renewal of accreditation procedure**

- Labor market demand and tracer study must be conducted.
- A TVET institution which applies for renewal of accreditation must submit evidences related to the process, the output and the outcome to the accrediting body.
- **Requirements for renewal of accreditation:**

#### **A. Process must include:**

- ✓ Enrolment of trainees (with criteria)
- ✓ Curriculum development/ improvement (optional)
- ✓ Training delivery management
- ✓ Suitability of the Instructional material
- ✓ Trainee assessment and certification as per the goal planed by TVET Bureau for the year.
- ✓ Proper utilization of the resources considered during the accreditation.
- ✓ Continuous assessment of current labor market demand
- ✓ TeCAT (Technology Capabilities Accumulation and Transfer) activities
- ✓ Industry linkage (Cooperative and in-company Training)
- ✓ Renewed business license
- ✓ Documentation procedure for all the activities listed above

#### **B. Output:**

- ✓ The number and percentage of graduates who are competent on the national occupational assessment at every year in each level of occupation.

#### **C. Outcome**

- ✓ Number of completed trainees who employed or organized in MSEs (with the help of the TVET institution)
- The certificate of renewal of accreditation awarded by the accrediting body must mention the name of the accredited program, its level, and the number of trainees allowed for the particular program, considering all the inputs the institution has.
- Renewal must take place within 2 years (depending upon the program duration) for the programs.

- There will be a random, un-announced supervision taking place the report of which should contribute to the renewal at last.
- The application for renewal must be submitted at least three month before the expiry date of the institution's program accreditation.
- The accrediting body will give a warning time within six months for possible improvement of according to shortcomings it discovers.

➤ **Requirements for renewal of accreditation must include:**

- ✓ Mandatory percent in the occupational assessment set by the accrediting body should be fulfilled in each program.
- ✓ All competent and complete trainees should be engaged in self created jobs or paid employment.
- ✓ Updated curriculum and TTLM, following updated OS (if there is any)
- ✓ Updated training facilities and their efficient utilization
- ✓ Implementation and actualization of the institution's strategic plan/ IDP (Institutional Development Plan)
- ✓ The percentage of assessment result must increase as per set by the accrediting body in every renewal time with regard to the previous program accreditation.
- ✓ Report on tracer study
- ✓ Accumulated and transferred Technologies
- ✓ Implemented memorandum of understandings signed with the local industry related to the programs.
- ✓ Number of completed trainees who employed or organized in MSEs (with the help of the TVET institution)

➤ **Payment for renewal of accreditation**

- ✓ The fees payable in connection with renewal of Accreditation, Certification and other related services should be as the accreditation directive.

#### 10.4. **Standard for Inspection of accreditation**

- There must be a random, un-announced or programmed inspection taking place the report of which should contribute to the accreditation (if it is necessary).
- **Inspection must include:**
  - ✓ An approved campus or building suitable for TVET with access to road, water, electricity, and telephone.
  - ✓ Classrooms, workshops, laboratories, stores and computer centre suitable for the occupation

- ✓ Library with relevant books and references for the occupation and preferably with internet connection and e-library
- ✓ Furnished offices for training and administrative staff
- ✓ Access to a multi-purpose hall
- ✓ Access to recreation / student centre
- ✓ adequate toilet service (separate for male and female)
- ✓ Safety and first aid kit in each workshop
- ✓ Fire extinguisher in each building
- ✓ Safety gadgets necessary for the occupation (wears, goggles, shoe, cap, etc)
- ✓ Acceptable size of classrooms and workshops (according to the occupation and the standard )
- ✓ Acceptable natural lighting (according to the occupation and the standard)
- ✓ Acceptable ventilation (according to the occupation and the standard)
- ✓ In addition to the above inspection points, it must include the requirements related to the processes of accreditation (accreditation and renewal of accreditation).

#### 10.5. Authorizing body for accreditation

- The city government of Addis Ababa TVET Bureau is an authorized body to accredit institutions for the program within the city administration.

#### 10.6. Checklist for accreditation

- Checklist for accreditation must be prepared based on the inspection points that are mentioned under standard for inspection and in the accreditation directive.

## 11. Standard for Cancellation of accreditation

### 11.1. Definition of cancellation

- Cancellation is a measurement taken by accrediting body to deny an institute when the institute violate/misuse/ of the stated standard.

### 11.2. Procedure of cancellation

- A TVET program can be cancelled for any reason mentioned below:
  - ✓ Any **false information** given during the accreditation and renewal process will lead to cancellation of the respective demand.
  - ✓ Violation of any of the **requirements** during the accreditation or renewal steps.
  - ✓ Enrolling trainee not according to the **entrance criteria** and rule given by the respective accrediting body.
  - ✓ Any registered program that is **not accredited within the specified time** is cancelled
  - ✓ Any accredited program that is **not renewed within 2 years** will be cancelled.

- ✓ Any other activities which contrary to the TVET strategy.
- ✓ The trainees' fortune must be carefully handled when cancelling training programs.
- The canceled institution must submit all the necessary trainees' document (hard and soft copies) to the accrediting body prior to withdrawal.

## 12. Voluntary withdrawal

- If the accredited institutions voluntary withdrawal from the accreditation process, it must notify to accrediting body through letter prior 3 months to withdrawal.
- The voluntary withdrawal institution must submit all the necessary trainees' document (hard and soft copies) to the accrediting body prior to withdrawal.

## 13. Transparency

- Because the public needs to be made aware of all the registered and accredited training providers, the city government of Federal Ethiopia and Addis Ababa TVET agency and Bureau will make available the current status of all TVET providers in the city administration.
- This can better be made using the FBG page of the Yeka branch TVET Office in Addis Ababa city government education and training authority.

## 14. ተቋሞች ማሟላት የሚገባቸው አባሪ ዶክመንቶች

I. የሰልጣኝ ማሰልጠኛ መሳሪያዎች curriculum and TTLM in general ጨምሮ ሟልተናን

II. ቴክኒክና ሙያ ስትራቴጂና ፖሊሲ ሰነዶች

III. የተቋሙ መተዳደሪያ ደንብ በጥቅል

IV. ለአሰልጣኝ መተዳደሪያ ደንብ ፡

I. ለሰልጣኝ መተዳደሪያ ደንብና

II. ለአስተዳደር ሰራተኞች በጥቅል የመተዳደሪያ ደንብ

III. ለሙያዘርፉ የሚጠይቀውን የባንክ ስቴትመንት አያይዘናል

IV. ቅጥር የፈጸሙ ሰራተኞች ሁሉም CV እና CoC አሟልተዋል

### 14.1 ደንቦችና መመሪያዎች

የትምህርትና ሥልጠና ሂደት ውጤታማ ለማድረግና የትምህርትና ሥልጠናውን ጥራት ለማስጠበቅ እንዲያግዙ የሚከተሉት ሰነዶች በበቂ ቅጂ ተሟልተው በተቋሙ ውስጥ መኖር አለባቸው፡፡

ሀ) የቴክኒክና ሙያ ትምህርትና ሥልጠና ፖሊሲ



**ለ) የቴክኒክና ሙያ ትምህርትና ሥልጠና ስትራቴጂ**

**ሐ) የሥልጠናና የአስተዳደር መመሪያ**

**መ) የሥልጠናና የልዩ ልዩ ክፍያዎች ደንብ**

**ሠ) የሠልጣኞች ምልመላ፣ድልደላ መመሪያ**

**ረ) ከደረጃ ደረጃ ዝውውር ደንብ**

**ሰ) የሠልጣኞች መብትና ግዴታ የሚያሳይ ደንብ/Student Hand Book/, institutional legislation**

**ሸ) የሠልጣኞች ጋይዳንስና ምክር አገልግሎት አሰጣጥ ደንብ**

**ቀ) የሠልጣኞች የትብብር ስልጠና /Cooperative Training/ መመሪያ የመግባቢያ**

**ሰነድ ጨምሮ (memorandum of understanding)**

**በ) የተቋሙ የንብረት ጥበቃ እና አያያዝ ደንቦች**

**ተ) የቴክኒክና ሙያ ትምህርትና ስልጠና የፕሮግራም እውቅና ፈቃድ አሰጣጥ መመሪያ**

**ቸ) የቴክኒክና ሙያ ትምህርትና ስልጠና ኤጀንሲ ማቋቋሚያ አዋጅ**

**ነ) የዋስትና ውል ግዴታ አፈጻጸም ደንብ**

**አ) የሥልጠና ማጠናቀቂያ ማስረጃ አሰጣጥ መመሪያ እና ሌሎች በቀጣይነት**

**የሚወጡ ደንቦችና መመሪያዎች በተቋሙ ውስጥ መኖር አለባቸው፡፡**

# CHAPTER ONE DOMESTIC HELP

2020-2023

## Domestic Help Curriculum and TTLM

### 1.1 Proposed training areas by TVET both regular and extension programmes by sectors:-

- Agriculture Sector, Culture, Tourism, and Sports Sector, Industry Development Sector, c)Health Sector, Economic Infrastructure sector;
- **Labour Affairs and Social Service Sector, the Subsector Social Service Occupation**
  - i. **Domestic help** level I, completed but not disseminated OS states at this time permitted to disseminate
  - ii. **Care giving** level II, completed but not disseminated OS states at this time permitted to disseminate
  - iii. **Community service work** Level II, III, IV, V, OS states completed and disseminated

- iv. **Household service** level II completed but not disseminated OS states at this time permitted to disseminate
- v. OS Hotel operation level I
- Detail information proposed Training areas of occupation including its codes

## 1.1 According to the strategy of TVET the institute PROPOSED TVET TRAINING Short Term, level 1 and 2

### 1.1.1 ESTABLISHED DEPARTMENTS:-

Table 13 በመኖሪያ ቤት ውስጥ የሚሰጥ አገልግሎት ለሚሰጡ ሠራተኞች (domestic service) የተዘጋጀ ሞጁል ጋይድ

#### የብቃት አሃዶች

1. የመኖሪያ ቤት ውስጥ ለሚገኙ የተለያዩ ክፍሎች አፀዳድ
2. የምግብና መጠጥ መስተንግዶ
3. የልብስ እጥበትና አተኳኮስ
4. ለ ህፃናትና ለልጆች ድጋፍና ክብካቤ መስጠት
5. የቤት እንስሳት እንክብካቤ
6. ለድንገተኛ አደጋዎች ምላሽ መስጠትና የመጀመርያ ደረጃ ህክምና መስጠት
7. ጤና አጠባበቅ
8. የሥራ ቦታ ላይ ግንኙነት (መግባት)

Table 14 Domestic Help

Occupational Standard: unit code and title for Domestic Help level I	
Unit Title	Clean House
Unit Code	LSA DOM 01 0812 LSA DOM 02 0812 title Provide Food and Beverage Service

LSA DOM 03 0812 Wash and Iron Clothes, Linen and Fabric
LSA DOM 04 0812 Provide Care and Support to Children
LSA DOM 05 0812 Provide Care and Support to Pets
LSA DOM 06 0812 Respond Effectively to Challenging / Difficult Behavior
LSA DOM 07 0812 Maintain Healthy and Safe Environment
LSA DOM 08 0812 Respond to Emergency
LSA DOM 09 0812 Receive and Respond to Workplace Communication
LSA DOM 10 1012 Apply Continuous Improvement Processes (Kaizen)

## Final Domestic for short term training TVET-Program Learning Outcomes

The expected outputs of this program are the acquisition and implementation of the following units of competence

<b><u>LSA DWR2 02 0419</u></b>	Maintain health, safety and security in a domestic work
<b><u>LSA DWR2 05 0419</u></b>	Use Arabic language to communicate in a domestic work Setting
<b><u>LSA DWR2 07 0419</u></b>	Apply Basic Financial Literacy
<b><u>LSA DWR2 08 0419</u></b>	Apply Basic Cleaning Principles to perform cleaning task
<b><u>LSA DWR2 09 0419</u></b>	Clean and Maintain House in a Domestic Setting
<b><u>LSA DWR2 10 0419</u></b>	Wash and Iron clothes, linens and fabrics
<b><u>LSA DWR2 13 0419</u></b>	Follow Basic Food Safety Practices
<b><u>LSA DWR2 14 0419</u></b>	Organize and Prepare Food in a Domestic Setting
<b><u>LSA DWR2 15 0419</u></b>	Serve Food and Beverage
<b><u>LSA DWR2 16 0419</u></b>	Provide Domestic Security Service
<b><u>LSA DWR2 19 0419</u></b>	Develop Business Practice Domestic Setting

## Duration of the TVET-Program

The Program will have duration of **329 hours** including the on-the-job practice or cooperative training time.






Figure 2 የኢትዮጵያዊያን ታዋቂውና ተወዳጅ በየአይነቱ ምግብ






Figure 3 During SIFA project meeting in skylight Hotele Addis Ababa

Figure 4የብርሃኑ ታደስ ጥቅል የስራ ልምድ



በአዲስ አበባ ከተማ አስተዳደር የጉለሌ ከ/ከተማ በፕብሊክ ሰርቪስ የሰው ሀብት ልማት ጽ/ቤት  
 የሰው ሀብት አስተዳደር ቡድን  
**ADDIS ABABA CITY GOVERNMENT**  
**GULLELE SUB-CITY CAPACITY BUILDING OFFICE**  
**HUMAN RESOURCE ADMINISTRATION SUPPORT PROCESS**



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
ቁጥር 521/2012  
 ቀን 06/05/12


## ለሚመለከተው ሁሉ

በክፍለ ከተማችን በቴክኒክና ሙያ ት/ት/ስልጠና ጽ/ቤት ሠራተኛ የሆኑት አቶ ብርሃኑ ታደስ የስራ ልምድ እንዲሻሻላቸው በ4/3/2012 ዓ.ም በተሞላ ማመልከቻ ጠይቀዋል፡-

**በዚህም መሰረት ፡-**

- ከሐምሌ 1 ቀን 1989 ዓ.ም እስከ የካቲት 17 ቀን 1996 ዓ.ም ድረስ ባቱ ተራራ ቴ/ሙያ ማሰልጠኛ ኮሌጅ ውስጥ በመምህርነት በመሆን የሠሩ
- ከየካቲት 18 ቀን 1996ዓ.ም እስከ ታህሳስ 18 ቀን 1998 ዓ.ም ድረስ በአማራ ክልላዊ መንግስት የግምራ ዞን ዝቋላ ወረዳ በግብርና ገጠር ልማት ጽ/ቤት ውስጥ የኑሮ ዘዴና ምግብ ቴክኖሎጂ መካከለኛ ኤክስፐርት በመሆን የሰሩ
- ከታህሳስ 19 ቀን 1998 ዓ.ም እስከ ሰኔ 15 ቀን 1998 ዓ.ም ድረስ በአማራ ክልላዊ መንግስት የግምራ ዞን ዝቋላ ወረዳ በግብርና ገጠር ልማት ጽ/ቤት ውስጥ በምግብ ዋስትናና አደጋ መከላከል ኤክስፐርት በመሆን የሰሩ
- ከግንቦት 1 ቀን 2001 ዓ.ም እስከ የካቲት 11ቀን 2002 ዓ.ም ድረስ በጂኦዶ ደብሊው የሠራተኛ ምግብ ቤት ኃላፊ በመሆን የሠሩ
- ከህዳር 26 ቀን 2004 ዓ.ም ጀምሮ እስከ ሰኔ 30 ቀን 2005 ዓ.ም በጉለሌ ክፍለ ከተማ ወረዳ 3 አስተዳደር ጽ/ቤት በኢንዱስትሪያል ኤክስቴንሽን አገልግሎት ዋና የሥራ ሂደት መሪ በመሆን የሰሩ
- ከሐምሌ 1ቀን 2005ዓ.ም እስከ ጥቅምት 21 ቀን 2010ዓ.ም በጉለሌ ክፍለ ከተማ ቴ/ሙያ/ት/ስ/ጽ/ቤት ውስጥ የተቋማት ጥራት አዲት ባለሙያ በመሆን የሠሩ
- ከጥቅምት 22 ቀን 2010 ዓ.ም እስከ ሰኔ 30/2011 ዓ.ም በጉለሌ ክፍለ ከተማ ቴ/ሙያ ት/ስ/ጽ/ቤት የእውቅና ፈቃድ አሰጣጥ ሱፐርቪዘርና ደክመንቴሽን ሱፐርቪዘር የሥራ መደብ ኬርየር የሥራ ደረጃ የወር ደመወዝ 7936.00 ( ሰባት ሺህ ዘጠኝ መቶ ሠላሳ ድስስት) ብር እየተከፈላቸው ያገለገሉ መሆንን እንረዳለን፡፡

ሠላምታ ጋር  
  
**አፈወርቅ የሐዘን አፈወርቅ**  
 የት/ከ/ከ/ፕ/ስ/ፍለ/ሀ/ል/ጽ/ቤት  
 የሰው ኃይል አስተዳደር ባ ሙያ



[Type text]



Figure 5 Berhanu Tadesse my own Art Home Economics Exercise Book in 1988 (1995)  
Kotebe Metropolitan University

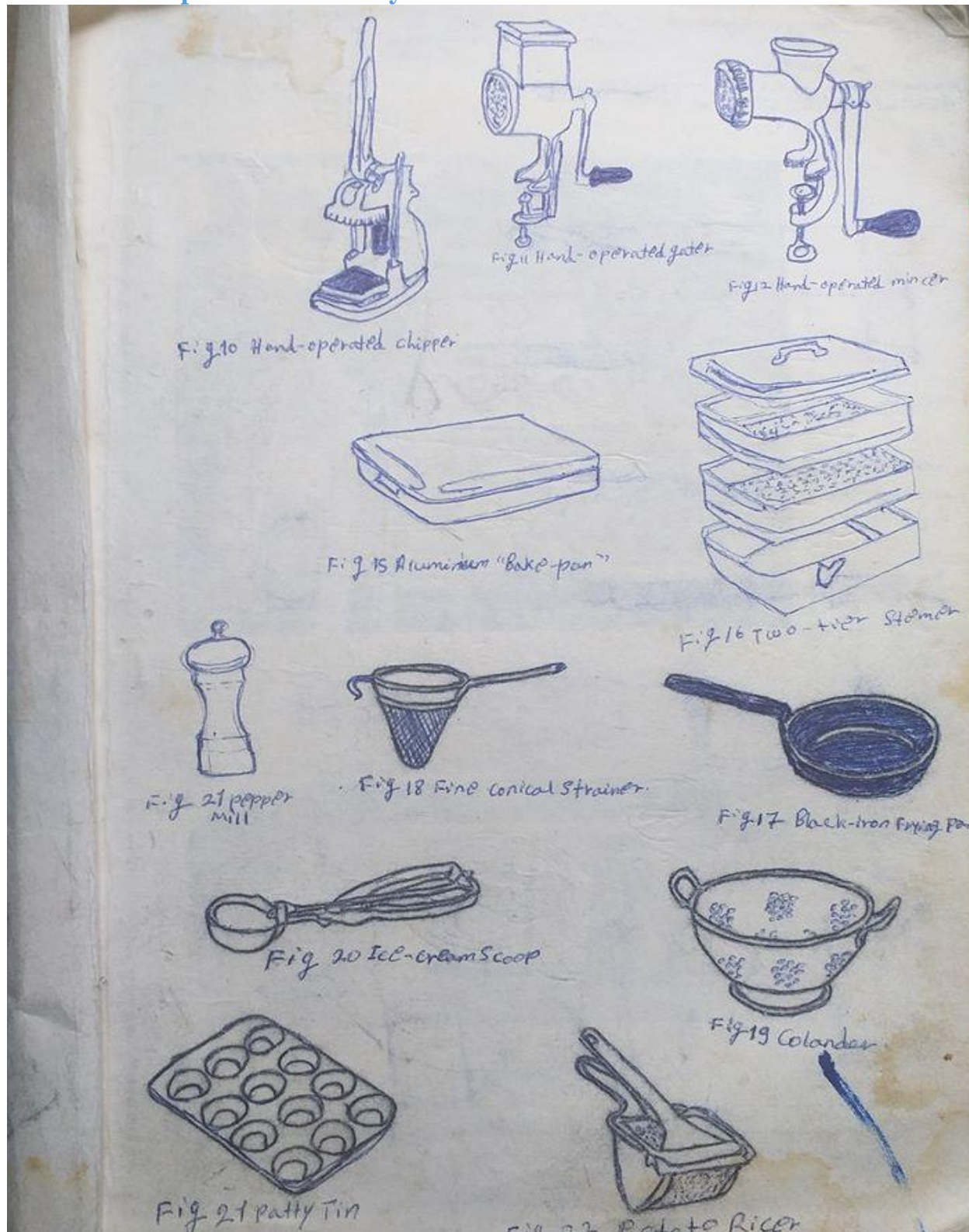
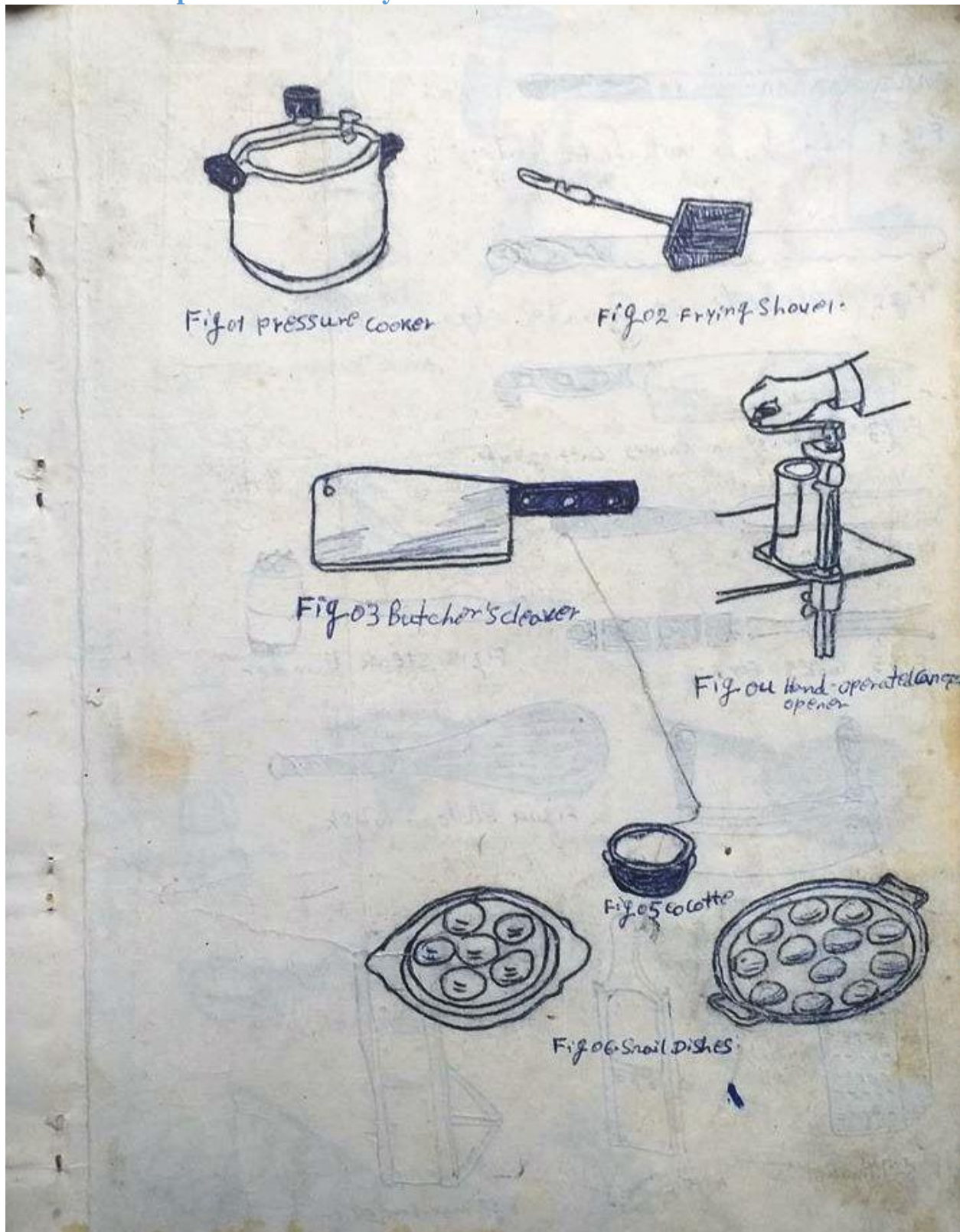


Figure 6 Berhanu Tadesse my own Art Home Economics Exercise Book in 1988 (1995)  
Kotebe Metropolitan University





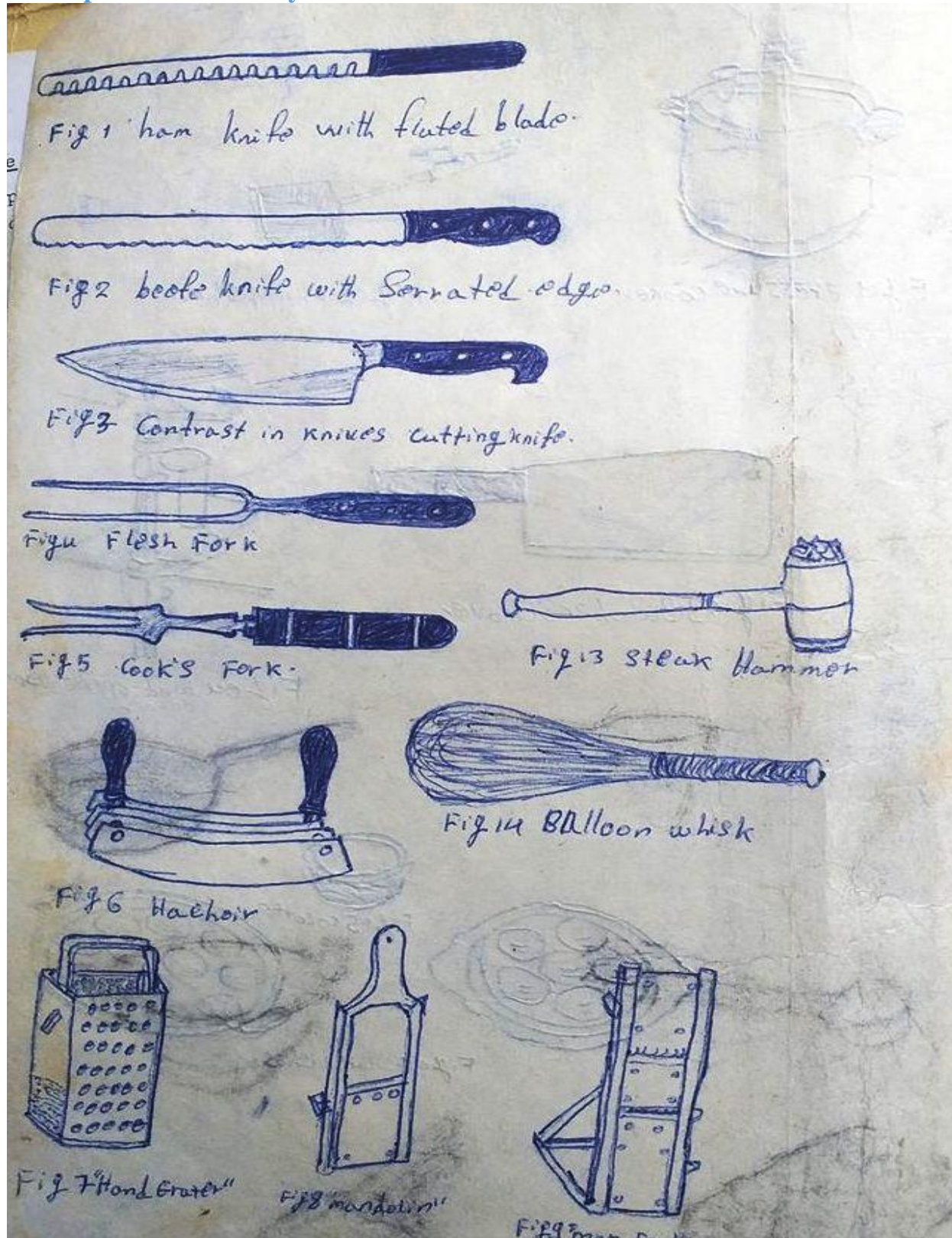




Figure 8 Berhanu Tadesse my own Art Home Economics Exercise Book in 1988 (1995) Kotebe Metropolitan University Food menu Calculate kilo calories what we consume (Calculate the energy value of dish and save it)

Calculate the energy value of the dish and save it

Chochobsa

CHO  
 100gm flour = 74.2 CHO  
 500g = ?

$$\frac{500 \times 74.2}{100} = \frac{74.2 \times 5}{1} = 371.0$$

Chochobsa protein

1. 100gm butter = 1.0  
 150gm ?? = ?

$$\frac{1 \times 150}{100} = 1.5 \text{ butter}$$

52.5  
 1.5  
 Total 54.0 protein

Protein  
 1. 100gm flour = 10.5 protein  
 500gm ?? = ?

$$\frac{500 \times 10.5}{100} = 52.5 \text{ protein}$$

Fat  
 100gm flour = 1.4 fat  
 500g flour = ?

$$\frac{500 \times 1.4}{100} = 7.0$$

100gm 7 butter = 83 fat  
 150gm 7 butter = ?

$$\frac{83 \times 150}{100} = 124.5$$

Total = 124.5 fat

It is better to have a least cost of production in order to sell it in a lower price  
 Boys enter into the time of poverty occur two years later than girls.

Figure 9 Berhanu Tadesse my own Art Home Economics Exercise Book in 1988 (1995) Kotebe Metropolitan University Food menu Calculate kilo calories what we consume (Calculate the

energy value of dish and save it)

<p><u>Rice</u></p> <p>100gm of rice = 79.0 CHO</p> <p>100gm = ?</p> $\frac{1000 \times 79.0}{100}$ <p>= 790 CHO = 79 CHO</p> <p><u>onion</u></p> <p>100gm onion = 9 CHO</p> <p>879 gm onion = ?</p> $\frac{879 \times 9}{100} = \frac{7911}{100}$ <p>= 79.11 CHO</p>	<p><u>Total</u></p> <p>100gm tomato = 4.5 CHO</p> <p>168 gm tomato = ?</p> $\frac{168 \times 4.5}{100} = \frac{756}{100} = 7.56$ <p>Total = 79.11</p> $\frac{797.56}{876.67} \text{ CHO}$
<p><u>protein</u></p> <p>100gm of flour = 10.5</p> <p>500gm = ?</p> $\frac{500 \times 10.5}{100}$ <p>= 52.5 protein</p>	<p><u>protein</u></p> <p>100gm butter = 1.0 protein</p> <p>150gm = ?</p> $\frac{1 \times 150}{100}$ <p>= 1.5</p>
<p><u>Qincho</u></p> <p>100gm splitting wheat = 74.2 CHO</p> <p>500gm = ?</p> $\frac{500 \times 74.2}{100}$ <p>= 371.0 CHO</p>	<p><u>Total</u></p> <p>52.5</p> <p>51.0 protein</p>
<p><u>Fat</u></p> <p>100gm splitting wheat = 1.4 fat</p> <p>500gm = ?</p> $\frac{500 \times 1.4}{100}$ <p>= 7.0 fat</p>	<p>2) 100gm butter = 8.3</p> <p>150gm = ?</p> $\frac{150 \times 8.3}{100}$ <p>= 124.5 fat</p> <p>Total</p> <p>124.5</p> <p>7.0</p> <p>131.5 fat</p>

Figure 10 Home Economics Exercise Book in 1988 (1995) (Calculate the energy value of dish and save it)  
Calculate the energy value of dish and save it



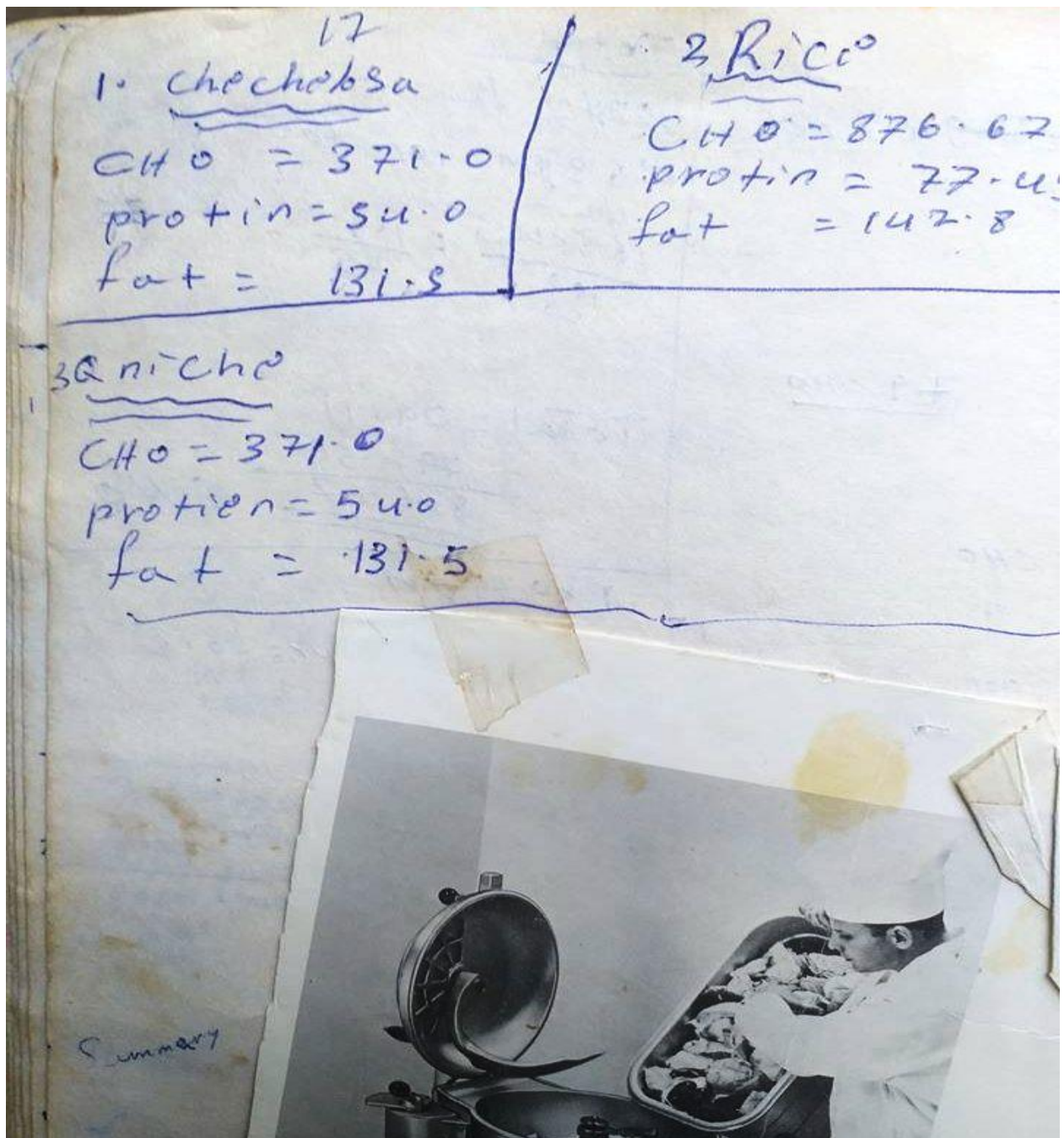


Figure 11 Home Economics Exercise Book in measurement index

INDEX			
<del>no</del>	<del>RECIP</del>	<del>PAGE</del>	<del>DATE</del>
<u>pint</u>	<p>(1) (Brit) mean unit of measure for liquids &amp; some dry goods <math>\frac{1}{8}</math> of a GALLON (equal to 0.568 of a litre). a pint of beer/milk/shrimps</p> <p>(2) (US) a similar measure (equal to 0.473 of a litre. (2) (Brit) a pint of milk, beer etc ---</p>		
<u>pounds (lb)</u>	<p>a standard measure of weight, equal to 0.454 of a kilogram. Apples are sold by the pound <u>g</u> I've put on two pounds this week (i.e. I weigh two pounds more).</p>		
<u>Quart</u>	<p>a unit for measuring liquids, equal to 2 pints or approximately 1.14 litres in the UK, and equal to 0.94 of a litre in the USA</p>		
- <u>Quantity</u>	<p>:- the measurement of sth by stating how much of it there is. His reputation ... or an amount or number of sth a huge quantity of food.</p>		
- <u>Rate</u>	<p>a measurement of how fast or how many times sth happens in relation to sth else. eg rate of 5 kilometres. OR a fixed charge for one unit of another</p>		
- <u>Amount</u>	<p>:- a sum of money: a bill for the full amount can you really afford this amount.</p>		

Figure 12 Home Economics Exercise Book rate of different items per kilogram



# Rate of Different Items per Kg.

	Rs				
1. Geinger	70.00	Coffee	13/50gm	Milk powder	57.00
2. Amonia	15.00	Cloves	260	milli (standard)	3.20 P-K
3. Aswan	25.00	Fresh cream	32		150gms
4. Silver bauls	120	chicken priller	40	Margine	37
5. Butter paper	1 (per sheet)	Fawal	30	meda (refined)	3.65
6. Prochment paper	1.00	Covering chocolate	76	flour	
7. Bread small	2.50/40gm	current chocolate	150	nut meg	1.50 each
8. Bread bag	5/39 ms	fresh ganger	5	Refined oil	33.87
9. Brown paper	1/sheet	curusho (cursho)	85	Onion	3.60
10. Bread crumbs	10.00	whole	120	P. Ashicoten	800gms
11. Card board	5.00	Keshmish	160	big	18-30
12. Butter fresh	50.00	(dried geraps)		P. Ashic, small	11.17/400gm
13. Amul (butter)	60.00	Cinemenum		peel	40.00
14. Amul cheese	31.50	whole nut-jiri	200	peilne	15.00
15. Corn flour	12.14	Almond jiri	190	ponner	34
16. Corn flakes	25.50	elachi (Big)	75.00	Sugar	3.40
17. Cherry glazed	50.00	Cardamum (small)	500	Dry yeast	90
18. Cherry fresh	12.50/40gm	eggs		Salt	2.00
19. Custard powder	16.80/400gm	Gelatin	.50/Boxet		
20. Colour	3.50 bottle	Garam masala	60		
	Yellow, Red, Orange for 25ml	powder (allspice)	150gms	Silver paper	2.00
21. Essence		glucose liquid	15.00	Sola by carb onuts	10.0
Vanilla	5.50/	glucose to	10/packet		
Pine apple	bottle of	icing sugar	15		
ber berry	20ml	Zeera	43		
Lemon		Apple jam	19.85		
Banana		Appricot jam	11		
Cardamum		Khoya	20		
		Condensed form	8.00		
		of milk lemon			

Rate! - a fixed charge, payment or value. for  
rates



# **Domestic Security**

## **Comply Residence**

### **Procedural Requirements**

February 2020-october 2023

Berhanu Tadesse Real Book

During Auditing Both Primery School to TVET Institution

During standared training

Selecting model institute



During Presentation about Selecting Criteria of Model Institute

**ADDIS ABABA CITY GOVERNMENT OF EDUCATION AND TRAINING  
INSTITUTION PROFESSIONAL QUALITY ASSURANCE, OCCUPATIONAL  
COMPETENCY AUTHORITY YEKA BRANCH**

**EDUCATION AND TRAINING LICENSING, PROGRAM EXPANSION, RENEWAL  
of LICENSING AND RE LICENSING *DIRECTORATE* TVET GROUP PLAN**

***CITY GOVERNMENT OF ADDIS ABABA EDUCATION AND TRAINING***

***QUALITY OCCUPATIONAL COMPETENCY ASSURANCE AUTHORITY YEKA BRANCH***

***EDUCATION AND TRAINING INSTITUTE LICENSING AND RE LICENSING DIRECTORATE***

TO: EMD, Ygna and Sister Yemesrach TVET institutions won respectively

ADDIS ABABA

SUBJECT: SENDING EVALUATION RESULTS OF PRIVATE INSTITUTIONS

In addition to the scan photo attached the following information have been discussed the team. As may be remembered, audit for the first have been carried out in private institutions. Accordingly, the criteria and standards for evaluating TVET institutes have been set down as follows;

**The auditors included new criteria this year if the institute is comfortable for  
Special Needs 100%**

1. The capacity of raising enrolment (15%) out of this the institute got
2. Minimizing dropout (15%)---
3. Cooperative training (15%)--
4. Conducting training by certified professionals (15%)----
5. Presenting trainees to center of competency assessment and certification (CoCAC) for evaluation (25%)---
6. Submitting monthly report in due time (10%)---
7. Taking part in announcement, advertisement through media (5%)-----
8. Invention and Innovation\_\_\_\_\_ (additional criteria) 100% ---

We have attached here with the result obtained by conducting the evaluation carried out on the bases of the criteria stated above. Based on this, the result of the 3 TVET institutions out of 37 is now ranked 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>.

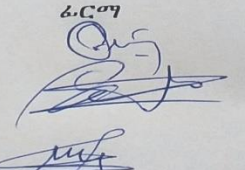
በአዲስ አበባ ከተማ አስተዳደር የትምህርት-ስልጠና ጥራትና የሙያ ብቃት ምዘና ማረጋገጫ ባለስልጣን የካ ቅርንጫፍ የትምህርት ስልጠና የተቋማት እውቅና ፈቃድና እድሳት ቡድን(ቡቴክኒክና ሙያ) የሞዴል ተቋማት መስኪያ መስፈርት

የተቋሙ ስም ኒጌላ

ተ.ቁ	የመመልመያ መስፈርቶች	ክብደት	የተሰጠ ነጥብ
1	መመሪያና ደንብ አካባቢና ቅበላን	20	19
2	የመረጃ አያያዝና አቀራረብና አሰጣጥ	25	22
3	ውጤት ተኮር የስልጠና አሰጣጥ		
3.1	የተቋሙ የስልጠና መሳሪያዎች ዝግጅትና አሰጣጥ ሂደት	15	14
3.2	የምዘና አሰጣጥ	15	13
4	ተቋማዊ አቅምን በተመለከተ ድምር	25	23
		100	91%

የመገምገሚያውን ውጤት የሞላው ባለሙያ

ስም 1. ከጽፍ ማህ 2. ደራሲ ተጽህ 3. ወላይረ ሙሙ

ፊርማ 

ቀን 6/6/2012 06/06/2012 06/06/12

Congratulations EMD! And other three top competent TVET institute. Model TVET institution evaluate yearly work accomplishment a result prepared by auditors and judges with understanding the winner of TVET for 2020 is EMD finishing construction work. TVET evaluator committees' members make a decision to awarded first position first position EMD, second Yegna and Sister Yemisrach HHS/ Domestic Workers.

የቴክኒክኒክና ሙያ መስፈርት (ስታንዳርድ) በሲስተር የምስራች HHS (domestic work) ማሰልጠኛ ተቋም ስልጠና ላይ የተሳተፉ TVET እና





የትምህርት  
ስልጠና አባላት

ትና

Figure 13 የቴክኒክና ሙያ መስፈርት (ስታንዳርድ) በሲቨል የምስራች HHS (domestic work) ማሰልጠኛ ተቋም ስልጠና ላይ የተሳተፉ TVET እና የትምህርትና ስልጠና አባላት



**Figure 14 የቴክኒክና ሙያ መስፈርት (ስታንዳርድ) በሲቨል የምስራች HHS (domestic work) ማሰልጠኛ ተቋም ስልጠና ላይ የተሳተፉ TVET እና የትምህርትና ስልጠና አባላት**











በትምህርትና ስልጠና ጥራት መቀጠል ማረጋገጥ ባለስልጣን የትምህርትና ስልጠና ተቋማት እውቅና ፈቃድና አድላት ዳይሬክቶሬት ስታንዳርድ የወጣላቸው አገልግሎቶች				
ተ. ቁ.	ሰነድ/የትምህርት	የተቀመጠው ሰአት	ጥራት	አገልግሎት የጊዜ ሰዓት ሁኔታ
1	የአውቶና ፍቃድ ፕሮግራም መቀበልና ማግራት	1 ቀን	100%	ቢሮ
2	በመስክ በመገኘት ተቋማትን መገምገም	2ቀን	100%	በመስክ
3	የፖሊስ ውጤት ቢራ በማየት መወሰን	4 ሰአት	100%	ቢሮ
4	የዕቃ ጉዞ/መልስ መስጠት	1ቀን	100%	በመስክ
5	ዝግጅት መስፈርቱን ላግሎ ዳግም ምልክት ማድረግ	1ቀን	100%	መስክ
6	የአውቶና ፍቃድ ማረጋገጫ	4 ሰአት	100%	መስክ
7	የፖስት ላይሰንሲንግ የውሳኔ ሃሳብ ማሳወቅ	4 ሰአት	100%	መስክ
8	ስታንዳርዱን ያግሎ ተቋማትን መለየት	2 ሰአት	100%	መስክ
9	መረጃ ማሰባሰቢያ ቅጽ ለተቋማት መድረስ	5 ሰአት	100%	ቢሮ
10	ከዘገተ ኮሌጆች የሰልጣን መረጃ መረከብ	3 ሰአት	100%	ቢሮ
11	የርተት ትምህርት እውቅና ፍቃድ ማመልከቻና ፕሮግራም መቀበል	4 ሰአት	100%	ቢሮ
12	የማረጋገጫ አገልግሎት መስጠት	1 ሰአት	100%	ቢሮ
13	ከተዘገተ ተቋማት ለሚመጡ አፍሽክል መስጠት	2 ሰአት	100%	ቢሮ



I do not know why they include my name and photo in the above photo of iconic person. Indeed, I am not inventor but I should include in the category of innovator of developing internet platform (net world). Because, I start, using notes and other ..... before face book begin tag in his FB platform my witness are vocational business management students from 2011 to 2014 and AAU E. learning department at faculty of business and economics.



# እሁድ ጠዋት ንጋት ከስፖርት መልስ



በኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ  
የአዲስ አበባ ከተማ አስተዳደር የቴክኒክና ሙያ ትምህርትና ሥልጠና ቢሮ  
የየዋ ክ/ከተማ ቴክኒክና ሙያ ትምህርት ስልጠና ጽ/ቤት  
የመንግሥት የግል እና ሙያዊ (NGO) የቴክኒክና ሙያ ትምህርት ሥልጠና ተቋም  
እውቅና ፍቃድ

ቁጥር: የክ/ክ/ቴክ/ሙ/ት/ግ/ጽ/ቤት/1198/2011 ዓ/ም  
Ref.No  
ቀን: 28/09/2011 ዓ.ም

በኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ የቴክኒክና ሙያ ትምህርትና ሥልጠና// አዋጅ ቁጥር 954/2008 ዓ.ም መመረት ለወራት ሰረካድስ ግርማ ባለቤትነት ለሚካሄደውና በአዲስ አበባ ከተማ አስተዳደር በየካ ክፍለ ከተማ ወረዳ 8 የቤት ቁጥር 305 መተባበር ህንፃ/የክርታ ቁጥር ለ705/15485 102 ለሚገኘው ግራት ኮምፒውተር ማሰልጠኛ ተቋም በሚከተሉት የብቃት አሃዶ፡-

• ICT15103008 Operate personal copmputer

በደረሰው እውቅና ፍቃድ 20/9/11 ስልጣኞችን በ3 ሽፍት በጠዋት በቀን በሚታ መረሃ ግብር በአጠቃላይ 60/ስልክ/ስልጣኞችን ተቀብሎ አንድ ደሰለጥን ካገኘ በኋላ 28/09/2011 ዓ.ም እስከ 7/10/2011 ዓ.ም ድረስ ለሁለት አመት የሚቆይ የእውቅና ፍቃድ ተሰጥቶታል፡፡

1. የስልጣኞች ሙያ ብቃት የሆነና በየደረጃው የሚካሄደውን ስልጠና የተቀመጠውን የስልጣኞች የምዝና ግብ ያላሳካ፤  
2. የሙያ ደረጃ ሲተኮር ተሱ ለስልጣኞች ወደ ተሳታፊ ያልገባ፤  
3. የረጃ የሚሰጥበት፤  
4. በመገንባት የሥልጠና ፕሮግራም ሥልጠና ሳይሰጥ በሚታው ፕሮግራም ብቻ ስልጠና የሚያስለጥን፤  
5. የእውቅና ፍቃድ ከተሰጠው የሥልጠና ሙያ ወጪ ስልጠና የሚሰጥ፤  
6. ከፖለቲካና ስትራቴጂው ወጪ የተሰጠ ተግባራትን የፈጸመ ለ2 አመት  
7. የእውቅና ፍቃድ ከሚሰጠው የሥልጠና ሙያ ወጪ ስልጠና የሚሰጥ፤  
8. ከፖለቲካና ስትራቴጂው ወጪ የተሰጠ ተግባራትን የፈጸመ ለ2 አመት

የእውቅና ፍቃድ  
የሰጠው ባለሙያ/ኃላፊ ፊርማ

28/09/11  
የደረጃ መለኪያ ስልጣን  
የተቋሙ ስልጣን  
የተቋሙ ስልጣን

የአዲስ አበባ ከተማ አስተዳደር  
የቴክኒክና ሙያ ትምህርትና ሥልጠና ቢሮ  
የየዋ ክ/ከተማ ቴክኒክና ሙያ ትምህርት ስልጠና ጽ/ቤት

2

11/20/2019 Document

**በአዲስ አበባ ከተማ አስተዳደር ንግድ ቢሮ**  
**Addis Ababa City Administration Trade Bureau**

64 ቁ. 2958542

የግንደ ሥራ ፊቃድ  
 በንግድ ምዝገባና ፈቃድ አጥፎ ቁጥር 980/2008 መሰረት ተሰጥቶታል

**Business License**  
 Issued Under Commercial Registration and Business license proc.No 980/2016

1. የግለሰብ/ድርጅቱ ስም  
 2. ቤግነት  
 3. የንግድ ስም  
 4. ሥራ አስኪያጅ ስም  
 5. የንግድ ድርጅቱ አድራሻ  
 ክልል አዲስ አበባ ከተማ ወረዳ የቤት ቁጥር ስልክ ቁጥር ፋክስ  
 6. የንግድ ሥራ ዘርፍ  
 7. የንግድ ሥራ መስክ  
 8. የፕሮጀክት ወጪ  
 የንግድ ፊቃድ ዘጠኝ  
 የፊቃድ ፊቃድ ዘጠኝ  
 የፊቃድ ፊቃድ ዘጠኝ  
 የፊቃድ ፊቃድ ዘጠኝ

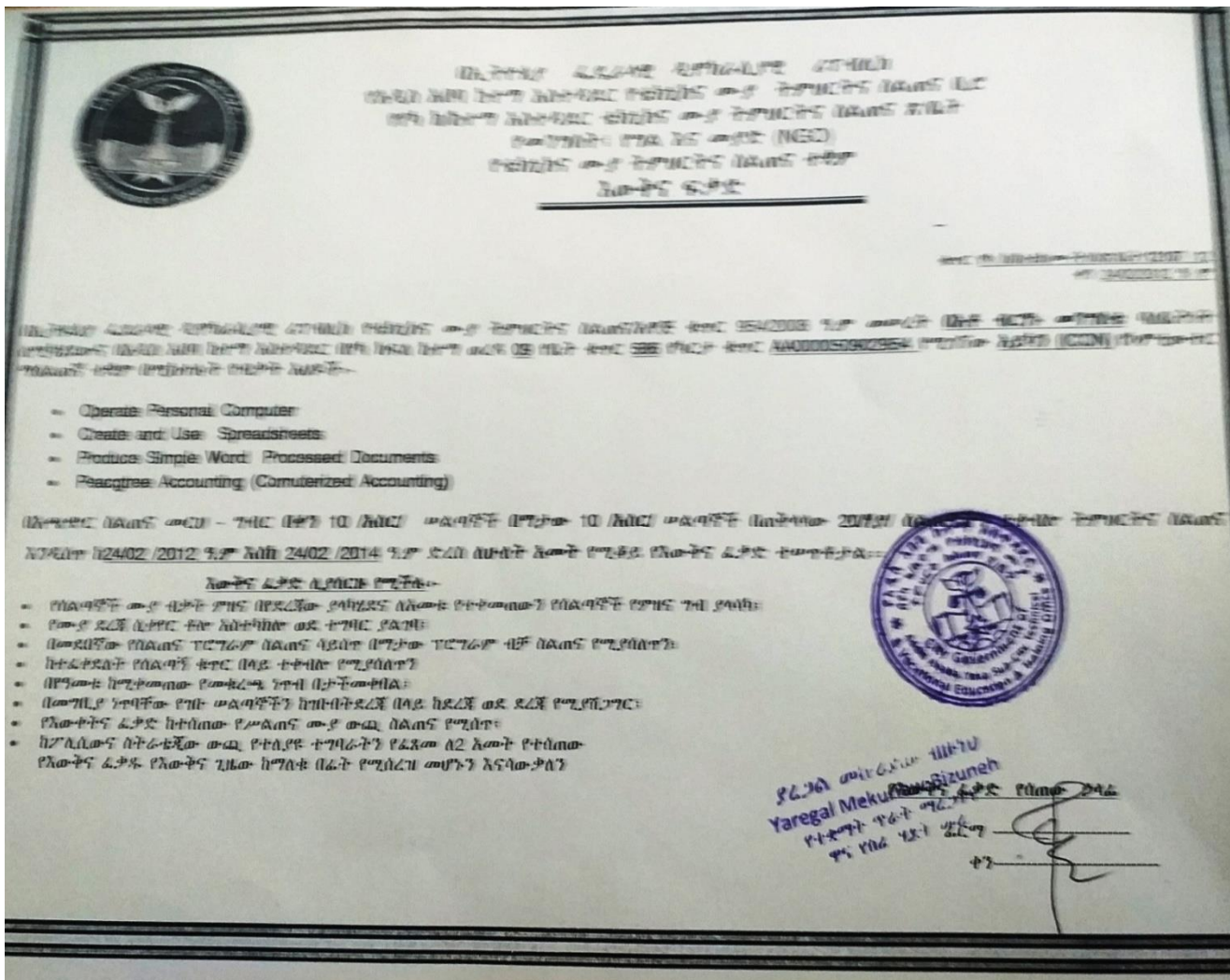
1. Owner/Company Name  
 2. Nationality  
 3. Trade Name  
 4. General Manager Name  
 5. Business Address  
 Region Addis Ababa Zone/Sub City Yeka  
 City Addis Ababa Woreda 09  
 Kebele House No. 586/L  
 P.O.Box Tel.No 0909563211  
 Fax E-mail  
 6. Sector of Business  
 7. Field of Business  
 8. Capital in ETB  
 This Business License is issued in Addis Ababa  
 this day 11/20/2019

1. ይህ የንግድ ፊቃድ ቁጥር 980/2008 መሰረት በየዓመቱ ለጥቅምት 1 ቀን እስከ ደረሰ 30 ቀን ድረስ ያለውን የፊቃድ ለውጥ ከጥር 1 ቀን እስከ ሰኔ 30 ቀን ድረስ ይሰጣል፡፡  
 2. ይህ የንግድ ፊቃድ የምስክር ወረቀት በጥቅምት 1 ቀን ድረስ ያለውን የፊቃድ ለውጥ ከጥር 1 ቀን እስከ ሰኔ 30 ቀን ድረስ ይሰጣል፡፡  
 3. This License Shall be renewed annually in accordance with Regulation no 980/2008 from 1 July to December 30 E.C with out penalty and with penalty  
 from first January to June 30 E.C  
 4. ይህ የንግድ ፊቃድ የምስክር ወረቀት በጥቅምት 1 ቀን ድረስ ያለውን የፊቃድ ለውጥ ከጥር 1 ቀን እስከ ሰኔ 30 ቀን ድረስ ይሰጣል፡፡  
 The holder of this License is forbidden for surety ship or debt

1/1

The gap of regulatory body on provision of accreditation during licensing new TVET institution is very enormous. The first indicator is providing different names during opening new TVET institute without clear procedures. One of the evidence showing above and below figures are name of the TVET institute is single but it have more than one name in its own and different government sector and sub sector (government authority i.e. TVET office and trade office in terms of legal registration). The first name in this year is the TVET office provided for accreditation the name of the institution is "Great computer TVET institute". Nevertheless, the payment receipt/voucher trade office gave to the institute "Great Computer College" it advertises in the destination. The second institute has the name "Icon computer training institute" given by TVET office while Trade office gave to the institute additional name called "Blue Service of Short Term Technical education and training TVET". How can reconcile this error? Better to work without ignorance since, we are working on education and training quality. I think our objective and aim is fight and defeat ignorance rather than increasing it.





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**የላይንስና ከፍተኛ ትምህርት ሚኒስቴር**  
**Ministry of Science and Higher Education**

ለ2012 ዓ.ም.ት የጸደቀ ዕጽት

1. አገልግሎት የሚሰጥ አጠቃላይ ዕጽት፡-
  - ለመጠየቅ ወጪዎች.....109,468,582,456
  - ለካሊትራል ወጪዎች.....130,710,876,568
  - ለፈጠራዊ የተቃውሞ ዕጽት.....240,179,459,024
  - ለክልሎች የግልጽ ድጋፍ.....40,775,506,265
  - ለዘጠኝ የግልጽ ድጋፍ ግብአዊ ድጋፍ.....6,000,000,000
  - ጠቅላላ ድምር.....386,954,955,289
2. ለላይንስና ከፍተኛ ትምህርት ሚኒስቴርና ለተጠፋ ተቋማት/ድርጅቶች ሲሰጥ የጸደቀ ዕጽት፡-
 

ተቋም	መጀመሪያ ዕጽት	ካሊትራል ዕጽት	ድምር	የዕጽት ዕቅድ ለፈጠራዊ የተቃውሞ ዕጽት ስኬት
1. የላይንስና ከፍተኛ ትምህርት ሚኒስቴር	319,842,700	4,604,000,000	4,923,842,700	9.18%
2. የፈጠራዊ የተቃውሞ ትምህርት ሚኒስቴር	211,353,000	225,000,000	436,353,000	8.18%
3. የፈጠራዊ የተቃውሞ ትምህርት ሚኒስቴር	112,665,600	200,000,000	312,665,600	6.92%
4. የከፍተኛ ትምህርት ሚኒስቴር	42,318,000		42,318,000	0.11%
5. የከፍተኛ ትምህርት ሚኒስቴር	37,350,000		37,350,000	0.10%
6. ለፈጠራዊ የተቃውሞ ትምህርት ሚኒስቴር	723,729,300	5,029,000,000	5,752,729,300	14.88%
7. ለፈጠራዊ የተቃውሞ ትምህርት ሚኒስቴር	26,307,602,190	163,453,660,000	42,652,971,190	10.39%
8. ጠቅላላ ለፈጠራዊ የተቃውሞ ትምህርት ሚኒስቴር	27,031,331,490	21,374,369,000	48,405,700,490	12.53%
<b>ድምር</b>	<b>11.28%</b>	<b>8.90%</b>		

ተቋም	መጀመሪያ ዕጽት	ካሊትራል ዕጽት	ድምር	የዕጽት ዕቅድ ለፈጠራዊ የተቃውሞ ዕጽት ስኬት
1. የላይንስና ከፍተኛ ትምህርት ሚኒስቴር	319,842,700	4,604,000,000	4,923,842,700	9.18%
2. የፈጠራዊ የተቃውሞ ትምህርት ሚኒስቴር	211,353,000	225,000,000	436,353,000	8.18%
3. የፈጠራዊ የተቃውሞ ትምህርት ሚኒስቴር	112,665,600	200,000,000	312,665,600	6.92%
4. የከፍተኛ ትምህርት ሚኒስቴር	42,318,000		42,318,000	0.11%
5. የከፍተኛ ትምህርት ሚኒስቴር	37,350,000		37,350,000	0.10%
6. ለፈጠራዊ የተቃውሞ ትምህርት ሚኒስቴር	723,729,300	5,029,000,000	5,752,729,300	14.88%
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<b>ድምር</b>	<b>11.28%</b>	<b>8.90%</b>		



Figure 16 የፋይናንስ ግልጽነት በከፍተኛ ትምህርትና ሳይንስ ሚኒስትር



Traditional (ጥንታዊ የኢትዮጵያዊያን የሙዚቃ መሳሪያዎች) and Contemporary/modern musical instruments









ቀን ጥቅምት 19/2012

ቁጥር:- ሕዳር 24/2012

ለ የጥ ቅርንጫፍ የትም/ ስልጠና ተቋማት እውቅና ፍቃድና እድሳት ዳይሬክቶሬት

አዲስ አበባ

ጉዳዩ:- የእውቅና ፍቃድና እድሳት ዳይሬክቶሬት አሰራርን ይመለከታል

የአዲስ አበባ ከተማ አስተዳደር የትምህርትና ስልጠና ጥራት፣ ሙያ ብቃትና ምዘና ማረጋገጫ ባለስልጣን የከተማ አስተዳደሩን የትምህርት ጥራት ይቆጣጠራል፤ ሀገሪቱ የትምህርት ስርዓት፣ ፖሊሲና ስትራቴጂ ጋር መገናኘቱን ያረጋግጣል፤ መስፈርቱን ለሚሉ የትምህርት ተቋማት እውቅና ፍቃድ ይሰጣል ያድሳል በተጨማሪም ከስታንዳርድ በታች የሆኑ ተቋማትን የእውቅና ፍቃድ በመሰረዝ እርምጃ ይወስዳል ። የከተማ አስተዳደሩ በአንቀጽ 64/2011 ለባለስልጣኑ የሰጠውን ተግባራት በተሳካ ሁኔታ ለማሳካት ከማዕከል እስከ ቅርንጫፍ ጽ/ቤት በየደረጃው መሰረታዊ የስራ ሒደት ለውጥ (BPR) በማጥናት ምደባ ማከናወኑ ይታወቃል። በቅርንጫፍ ጽ/ቤቱ የእውቅና ፍቃድና እድሳት ዳይሬክቶሬት የሚሰሩ ተግባራት የስልጣን ተዋረዱን በመጠበቅና ወጥነት ባለው ሁኔታ፣ በማከናወን ግልጽነትና ተጠያቂነትን በማስፈን የህዝብን ተጠቃሚነት ማረጋገጥ ተገቢ ይሆናል ስለሆነም:-

1. በቀድሞ በአጠቃላይ ትምህርትና ቡድ/ሙ/ት/ስ የስራ ሃደት (ዳይሬክቶሬት) የሚገኙ መረጃ በመለየት በማደራጀት ከአዲሱ ዳይሬክቶሬት ጋር ርክክብ እንዲደረግ ፤
2. ከዳይሬክቶሬቱ የሚወጡ ማንኛውም ደብዳቤዎችና ሰነዶች በዳይሬክቶሬቱ ፊርማና ቲተር ብቻ ተረጋግጦ እንዲወጣ ማድረግ፤
3. የትምህርት ማረጋገጫና አፍሻል ትራንስክሪብት በቡድን መሪው ተጣርቶ በዳይሬክቶሬቱ ፊርማና ቲተር ተረጋግጦ እንዲወጣ፤
4. ስልጠናቸውን ጨርሰው ወደ አረብ ሀገር ለመሄድ የተዘጋጁ ዜጎች በተቀመጠው ሰዓት መሰረት መስልጠናቸው በባለሙያ ከተረጋገጠ በኋላ በቡድን መሪና በዳይሬክቶሬቱ ተረጋግጦና ፀድቆ ለባለስልጣኑ እንዲላክና ባለስልጣኑ መስሪያቤቱ ለሚመለከተው አካል አፅድቆ የሚልክ ይሆናል፤
5. አዲስ የእውቅና ፍቃድ እንዲሁም የነባር ተቋማት እድሳት ፕሮግራም ማስፋፋትና ደረጃ ማሳደግ በባለሙያ ከተመዘነ በኋላ በቼክሊስቱ መሰረት በመሙላት በቡድን መሪ ተረጋግጦ በዳይሬክቶሬቱ ፊርማና ፀድቆ እንዲወጣ፤
6. የማረጋገጫ አገልግሎት ለሚፈልጉ ሰልጣኞች የሚፈርሙ የተቋማት ዲን፣ ሬጀስትራል፣ የቅርንጫፍ ጽ/ቤት ቡድን መሪና ዳይሬክቶሬት የፊርማ ናሙና እስከ 29/03/2012 ዓ.ም ለባለስልጣኑ መስሪያ ቤቱ ገቢ እንዲደረግ ፤

በአጠቃላይ ከተራ ቁ1-6 ድረስ ያሉት ተግባራት በሃላፊነት እንዲተገበሩ እያሳሰብን ይህ ሳይሆን ቀርቶ ለሚፈጠረው ችግር የተቋማት እውቅና ፍቃድና እድሳት ዳይሬክቶሬት ተጠያቂ እንደሚሆን እናሳስባለን ።

ከሰላምታ ጋር

ግልባጭ:-

- ❖ ለዋና ስራ አስኪያጅ
- ❖ ለትም/ስልጠና ዘርፍ ምክትል ስራ አስኪያጅ
- ❖ ለሙያ ብቃት ዘርፍ ምክትል ስራ አስኪያጅ
- ❖ ለትምህርት ስልጠና ጥራት ትምህርት እውቅና ፈቃድ እድሳትና ምዘና ዳይሬክቶሬት ባለስልጣን

"ጥራት ያለው ትምህርትና ስልጠና ለሁሉም"

በአዲስ አበባ ከተማ አስተዳደር የትምህርት ስልጠና ፕራትና ሙያ  
ብቃት ምዘና ማረጋገጫ ባለስልጣን የካ ቅርንጫፍ  
የትምህርት ስልጠና የተቋማት እውቅና አሰጣጥና እድሳት ዳሬክቶሬት  
CITY GOVERNMENT OF ADDIS ABABA EDUCATION AND TRAINING  
QUALITY OCCUPATIONAL COMPETENCY ASSURANCE AUTHORITY  
YEKA BRANCH  
EDUCATION AND TRAINING INSTITUTE  
LICENSING AND RE LICENSING DIRECTORATE

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FBG የካ ቅርንጫፍ ትምህርትና ስልጠና ባለስልጣን



Figure 17 Security Uniforms



**Figure 18 Raincoat**



**Figure 19 Men and Women over coat**



**Hand**



**Figure 20  
Glove**



**Figure 21: Domestic security house/booth**



**Figure 22: Domestic security guard**

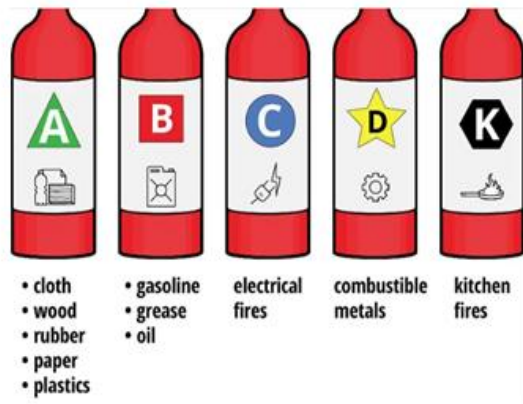


Figure 2: Five types of fire extinguishers



Figure 3 How to use fire

## Figure 23 Fire extinguishers



Figure 24: Bomb



**Figure 25: Home intrusion attempts**



**Figure26 Alarm**



**Figure 27 Motion detection device/sensor**





**Figure 28 Close circuit television (CCTV)**



**Figure 29 Telephones**



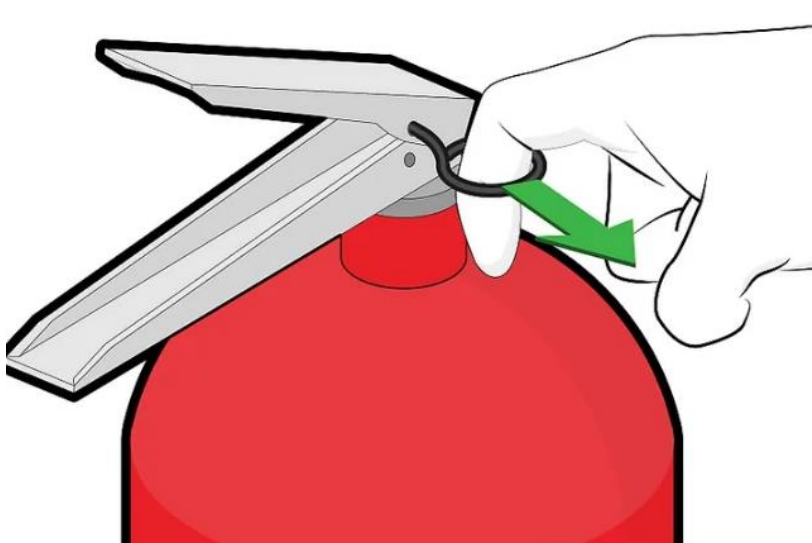
**Figure 30 Radio**



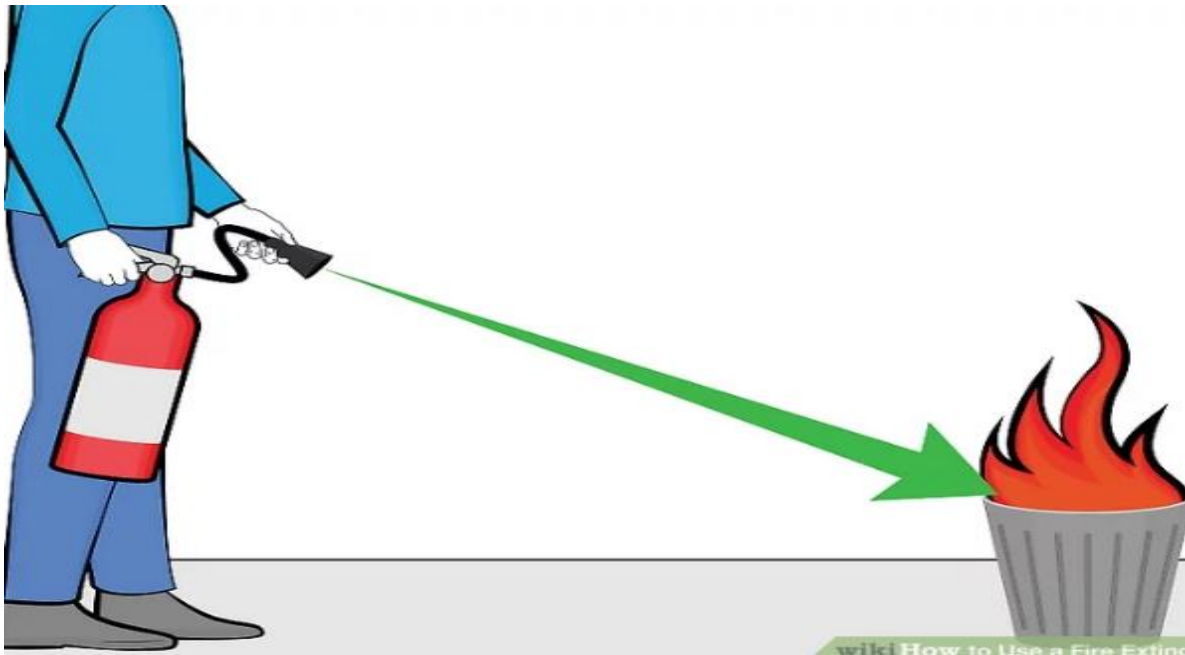
**Figure 31 security whistle**



**Figure 32 Megaphone**



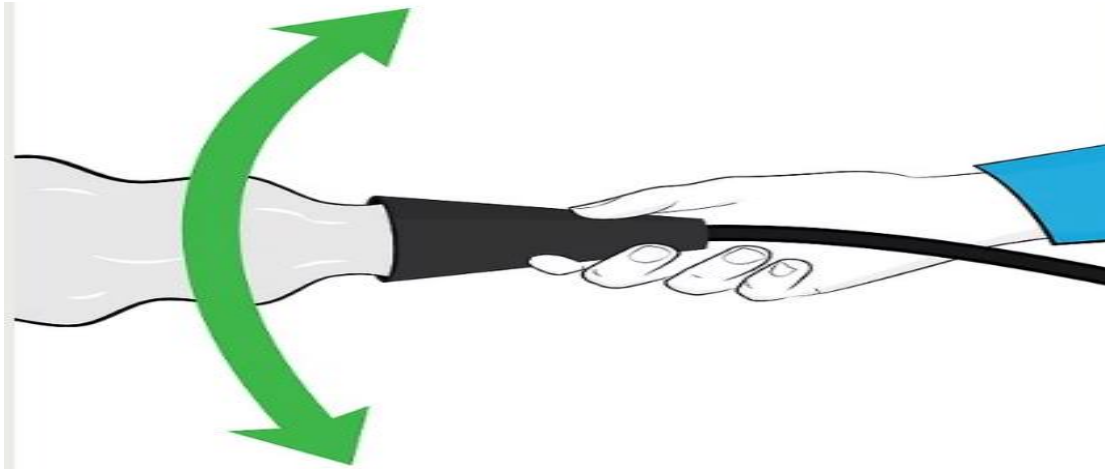
Step-2 **Aim** the hose at the base of the fire.



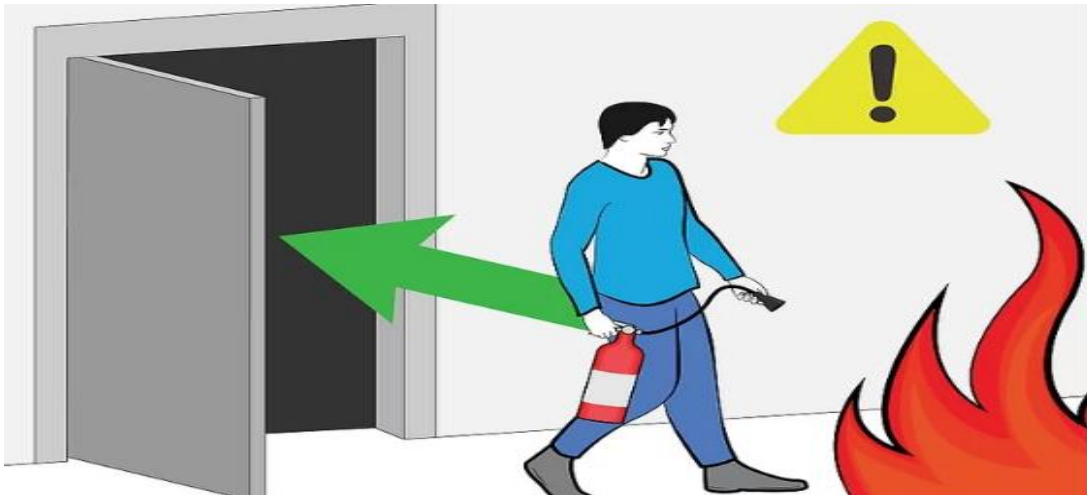
**Step-3 Squeeze the lever.**



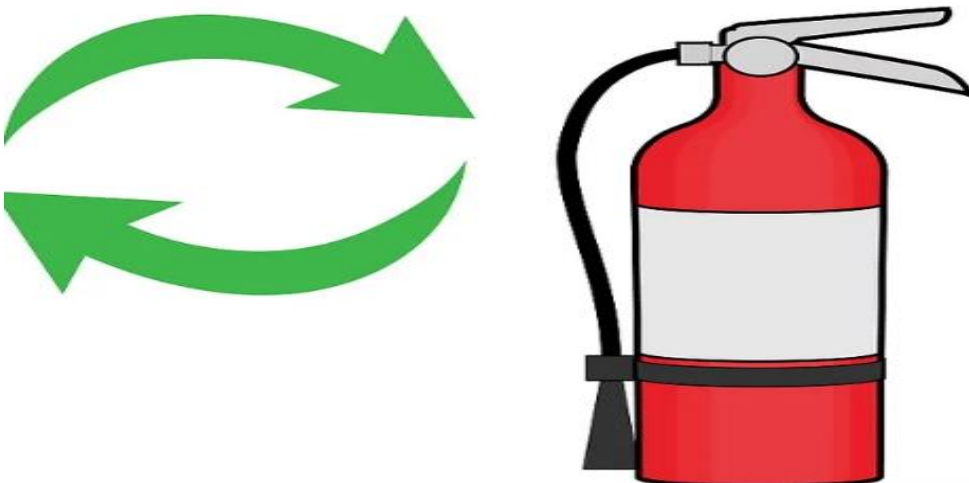
**Step-4 Sweep the hose from side to side.**



**Step-5 Back away and repeat if the flames flare up.**



**Step-6 Leave immediately if you're unable to extinguish the fire.**



Step-7 Replace or recharge your fire extinguisher as soon as possible.

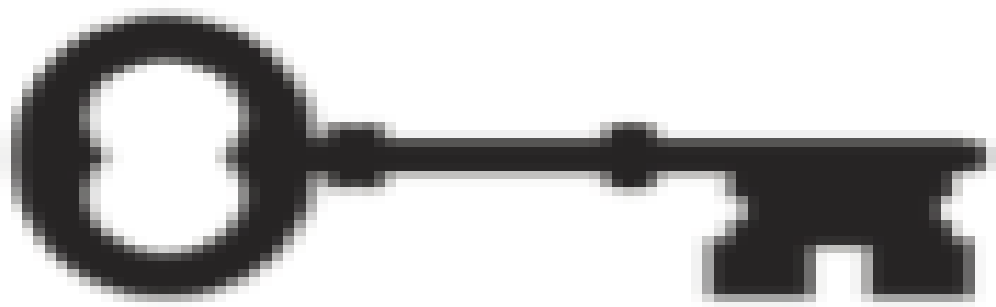


Figure 33 Key





Figure 34 Magnetic stripe




Figure 35 Proximity card

Table 1: Types of identification documents

NO	Identification documents	Description	Sample
----	--------------------------	-------------	--------

2.1.1	<b>Identity card (ID)</b>	a card giving identifying data about a person, as full name, address, age, and color of hair and eyes, and often containing a photograph: for use as identification at place of employment, school, club, etc.	
2.1.2	<b>Passport,</b>	<p>a travel document, usually issued by a country's government, which certifies the identity and nationality of its holder primarily for the purpose of international travel.</p> <p>Standard passports may contain information such as the holder's name, place and date of birth, photograph, signature, and other identifying information</p>	  
2.1.3	<b>Gate pass</b>	<p>A gate pass is a simple document containing the detail of items while making any product movement outside the warehouse.</p> <p>It is defined to secure the outbound transactions and ensure a smarter way of managing and keeping a track of the inventory for those products which were not dispatched for fulfilling an order.</p>	

2.1.4	<b>Car pass</b>	A sheet to get exit and entry authorization to the compound. This consists of date, time, plate number of the vehicle, name of authorized person and signature.	
-------	-----------------	---	---



**Figure 36 Car pass**



**Figure 37A metal detectors**



**Figure 38 Security stick/baton**



**Figure 39 Car searching mirror/device**



**Figure 40 Torch battery**

# **Domestic Work**

## **Level-II**

**Follow Basic Food Safety  
Practices**



**Fig Figure 41-1 Food Safety at Home**



**Figure 42-2. Personal hygiene**



**Fig1. 3 Types of pests**

**Figure 43-3. Types of pests**



**Figure 44-4 Waste Disposal**



**Figure 45-5. Foodhandlers should avoid directly touching food**



**Figure 46-6. Avoid touching food with the bare hand**





**Figure47-7. Usingcolor-codedchoppingboards**



**Figure 48-8. Dry good storage**



**Figure 49-9 Refrigerated goods storage**





**Figure 9 Garbage & waste**

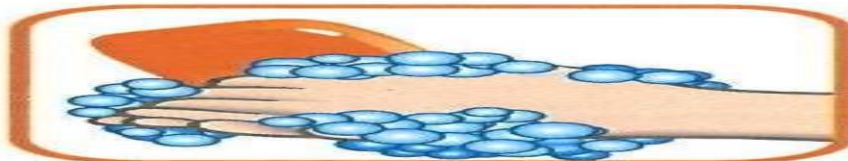
**Figure 50-10 Garbage and waste bin**



**Figure 51-11 Uniforms, Aprons, Gloves and Shoes**



1. Hands are only washed in the basin provided.



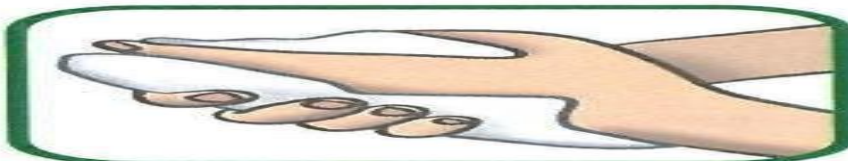
2. Use soap to work up a lather.



3. Wash palms, fingers, thumbs, nails and wrists



4. Rinse off soap by washing hands under running hot water.



5. Dry with paper towel.

**Fig**



**Figure 53-13. Preventing bacterial food poisoning**



**Figure 54-14 During Chopping meat and fish People can transfer germs**

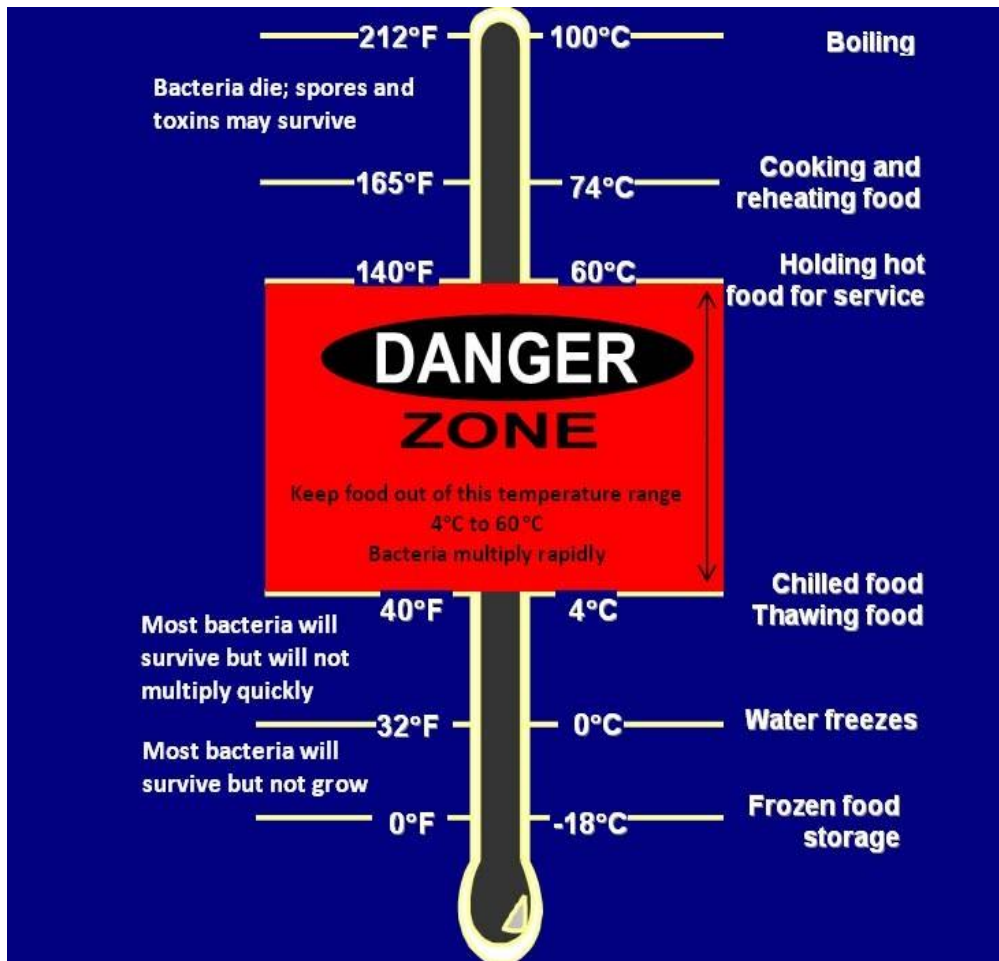


Figure 55-15 Danger Zone Chart,

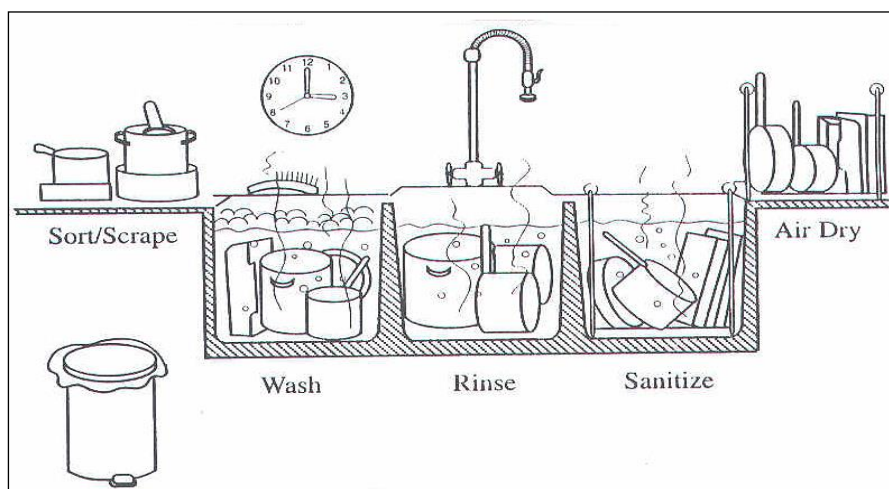














Figure 56-16 Cleaning equipments

Food area cleaners



Illustration	Types	Use
	<ul style="list-style-type: none"> <li>• Mop</li> </ul>	<p>To be used for manual floor mopping Clean water must be retained in one bucket.</p>
	<ul style="list-style-type: none"> <li>• Cleaning rags</li> </ul>	<p>It is used for drying kitchen walls and floor tiles after they are cleaned</p>
	<ul style="list-style-type: none"> <li>• Bucket with Water</li> </ul>	<p>Buckets and mops are used for cleaning floors, walls</p>
	<ul style="list-style-type: none"> <li>• White vinegar</li> </ul>	<p>It is a chemicals used for cleaning in kitchen</p>
	<ul style="list-style-type: none"> <li>• Dish soap</li> </ul>	<p><b>dish detergent</b> and <b>dish soap</b>, is a <a href="#">detergent</a> used to assist in <a href="#">dishwashing</a></p>

	<ul style="list-style-type: none"> <li>• Spray bottle</li> </ul>	<p>Bottles can be filled with a cleaning solution that is sprayed on items to be cleaned.</p>
	<ul style="list-style-type: none"> <li>• Baking soda</li> </ul>	<ul style="list-style-type: none"> <li>• The versatility of baking soda makes it a great kitchen cleaner. Not only can it remove tough stains, it also helps eliminate foul odors. ( eg. Oven)</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Hand scrub</i></li> </ul>	<p>For scrubbing, for cleaning painted surfaces in kitchen</p>
 <b>Rubber Gloves</b>	<ul style="list-style-type: none"> <li>• Rubber Gloves</li> </ul>	<p>Protect hands from being exposed to hot and warm water,</p>
	<ul style="list-style-type: none"> <li>• Dust pan</li> </ul>	<p>It holds dirt and debris swept in them by a brush or broom. If a dustpan's edges become bent, it will not pick up dirt or debris well</p>

 	<ul style="list-style-type: none"> <li>• <b>Floor squeegees</b></li> </ul>	<p>This is needed to remove excessive water from the surface and corners. It also speeds up the drying process.</p>
---	--	---

**Table 15: food area cleaners**



**Figure 57-17WasteDisposal container**

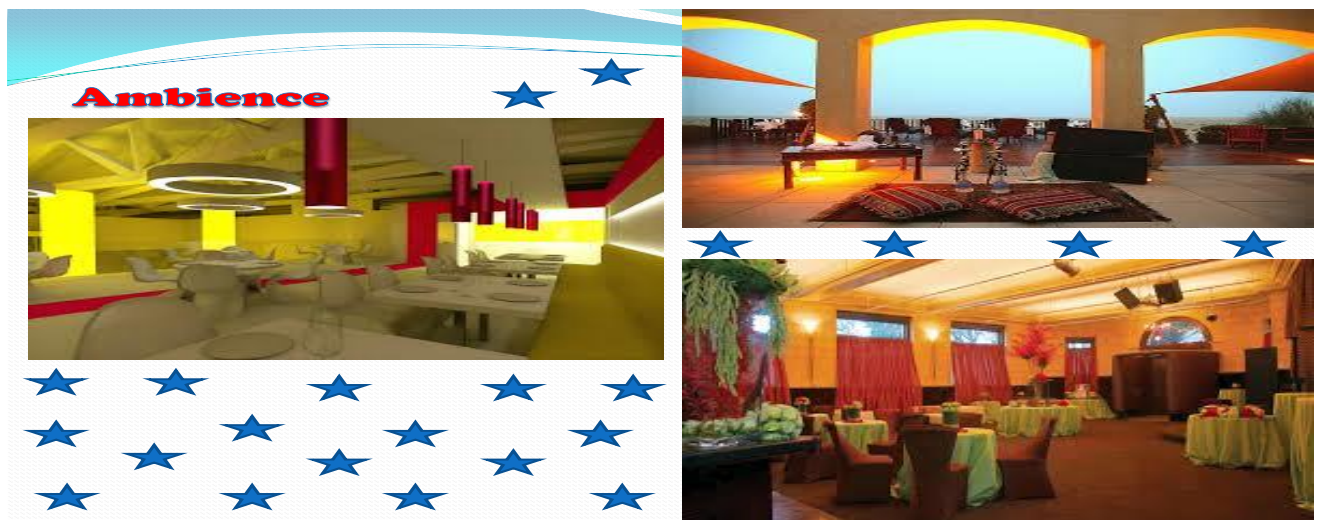





**Figure 58-18 unused egg retention container safely even in the path areas in the kitchen**

# Domestic work Level II


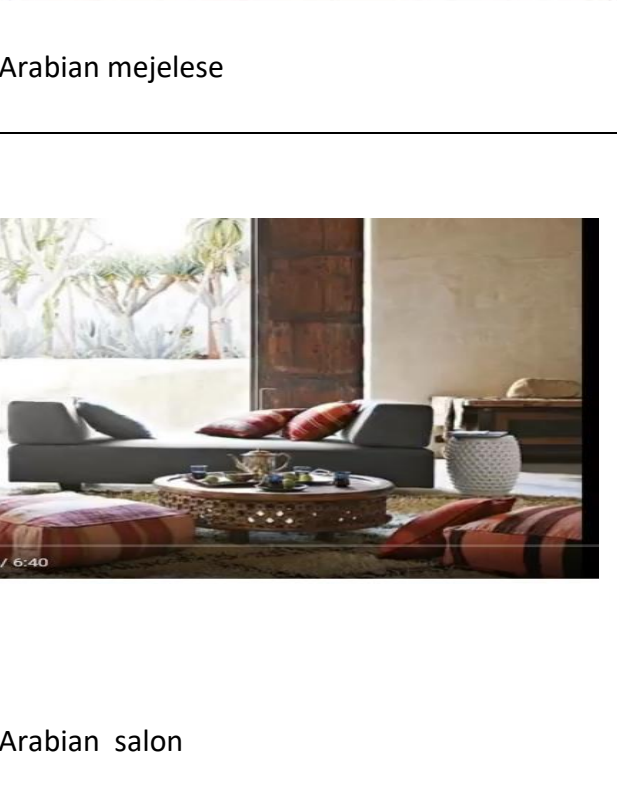

## Serving food and beverage



**Figure 59-1-2 Mis-en-scene of the dining area**

Type of furniture /equipment	use
 <p>curet stand/set</p>	<p>To hold oil and vinegar</p>

 <p>4 In X 12 In X 7 In Black</p>		<p>Heating food</p>
<p>Heater</p>		
 <p>Cal Mil 284 S 52 3 Tier Wood Display Case Pastry Bakery</p>		<p>For displaying pastry product</p>
<p>wooden pastry display</p>		
 <p>Classic Brass 4.1 Qt Rectangular Chafer</p>		<p>To keep food hot</p>
<p>chafing dish</p>		
 <p>Dining Room Furniture Solid Mango Sheesham Wood Dining</p>		<p>Just to seat and to be served</p>
<p>dining table</p>		

	<p>Used to seat</p>
	<p>Used for living room</p>
	<p>Used to prepare food in front of employer</p>

Arabian mejelese

Arabian salon

guridion trolley

<p>BONSAI BUFFET TABLES</p>  <p>side table</p>	<p>Used to display table wares</p>
 <p>food display table with warmer</p>	<p>Used for displaying foods and to keep warm</p>
<p>Coffee or Bar service versatility</p> 	<p>To display table wares</p>



Shelf	
-------	--

**Table 16-1 Dining Room furniture/Equipment/**



**Figure 60- 2.2.Setting and adjusting dining environment**



**Figure 61-1.3. Arabian dining table set up**



**Figure 62-1.4. Arabian dining table set up**



**Figure 63-1.5. Arabian dining table set up**



**Figure 64-1.6. Arabian dining table set up**





Figure 65-1.7. Table cloths should hang 6-8 inches for casual; 10 inches for formal

### *Names of flatware pieces...*



A - Bouillon Spoon  
 B - Butter Knife  
 C - Butter Spreader  
 D - Cocktail Fork  
 E - Demitasse Spoon  
 F and N - Dessert / Salad Fork  
 G and O - Dessert / Salad Knife  
 H and Q - Dessert / Soup Spoon

I - Dinner Fork  
 J - Dinner Knife  
 K - Fish Fork  
 L - Fish Knife  
 M - Iced Tea Spoon  
 P - Sauce Spoon  
 R - Teaspoon



Steak knife

Figure 66-1.8. Names of flatware

## Hollowware...



**Hollow Ware** is another name for serving pieces in earthenware, china, clayware, wood, glass or metal. These pieces include items such as cups, pitchers, vegetable bowls, tea and coffee services, sugar bowls, creamers, egg cups, trays, platters, salvers, vases, candelabras, soup tureens, ice buckets, gravy boats, casserole dishes, chafing dishes, salt & pepper shakers, or any other piece that serves as a container or means of conveyance.

**Salver:** A flat tray of silver or other metal used for carrying or serving glasses, cups, and dishes at a table or for the presenting of a letter or card by a servant.

**Tray:** A shallow flat receptacle with a raised edge or rim, often having handles, used for carrying, holding, or displaying articles.



**Platter:** A large shallow dish or plate, used especially for serving food. A meal or course can be served on a platter.

Figure 67-1.9.hollowware

## Names of dinnerware pieces...

- A – 8" Salad / Dessert / Luncheon Plate
- B – 12" Charger / Buffet Plate
- C – 9-10" Dinner Plate
- D - Cup (6 oz) / Saucer (5 3/4")
- E - Soup Plate/Pasta Bowl (9-10")
- F - Mug (8 oz)
- G - Handled Soup Cup (8 oz) / Saucer (6")
- H - Demitasse Cup (3 oz) / Saucer (4 1/2")
- I - Bread & Butter Plate (6")
- J - Sugar Bowl (8 oz) / Creamer (8oz) Camera



12 oz. soup/  
cereal/salad  
bowl

8 oz.  
dessert/berry  
bowl



**Figure 68-1.10. dinner ware/china ware**



**Figure 69-1.11.dinner ware**

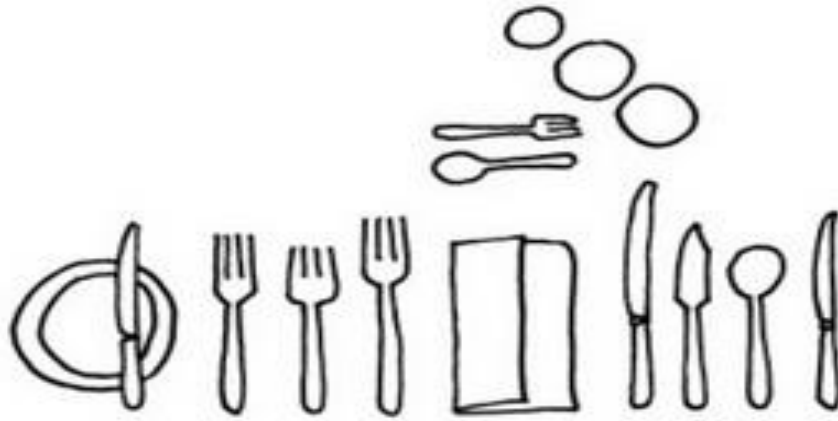


Figure 70-1.12 .table appointments arranged

**Set dining table according to**

# Employer's preference

*Table d'hôte or set menu cover*



**Figure 71-2.1.**Table‘d’hôte set up



**Figure 72-2. 2.** Table‘d’hôte set up



**Figure 73-2.3. AI-Cart Table Set Up**



**Figure 74-2.3. AI-Cart Table Set Up**





### FORMAL TABLE SETTING

The most symmetrical out of all the table setting types. Appropriate for formal weddings, holiday meals, or any occasion where more than three courses are served

- |                |                      |                      |
|----------------|----------------------|----------------------|
| 1. charger     | 7. dinner knife      | 13. dessert fork     |
| 2. napkin      | 8. fish knife        | 14. white wine glass |
| 3. menu card   | 9. salad knife       | 15. red wine glass   |
| 4. salad fork  | 10. butter plate     | 16. champagne flute  |
| 5. fish fork   | 11. butter knife     | 17. water glass      |
| 6. dinner fork | 12. dessert teaspoon |                      |

**Figure 75-2.4. Formal table setting**

## Breakfast covers

- *Table cover for a continental breakfast*



**Figure 76- 2. 4. Breakfast cover**



**Figure 77-3.1. chafing dish / to keep food hot/**

Type of glass	Function
 <p data-bbox="427 638 630 674"><b>Red wine glass</b></p>	<p data-bbox="1010 465 1257 501">to drink red wine</p>
 <p data-bbox="408 1014 651 1050"><b>White wine glass</b></p>	<p data-bbox="876 826 1390 920">Suitable any white wine , banquette service</p>
 <p data-bbox="443 1543 614 1579"><b>Water glass</b></p>	<p data-bbox="1034 1361 1230 1397"><b>to</b> drink water</p>

 <p data-bbox="459 808 600 842">Juice glass</p>	<p data-bbox="940 506 1329 602">Juice glass used to drink juices, mocktails....</p>
--	---

**Table 17-1. Type of Glass**



**Figure 78-3.1 Non-Verbal Communication**



**Figure**



**79-3.2**

**sensitivity to cultural and social differences**



**Figure 80-3.3. Sensitivity to cultural and social differences American vs. French gusts service provision appearing in front of customers' right or left, which one is appropriate for whom. During service provision, never recommend and attempt to serve liqueur and any alcoholic beverage for Arabian culture.**





# Food and Beverage Service

## Meeting Guest Expectations



**Home Delivery**



**Room Service**



**Tray Service**



**Grill Room Service**



**Gueridon Service**



**Lounge Service**

## American Service



- In American service, food is dished up on plates in the kitchen.
- Only one waitperson serves the meal. Food is served from the left of the guest, beverages are served from the right, and soiled dishes are cleared from the right.



## French Service Table Setting

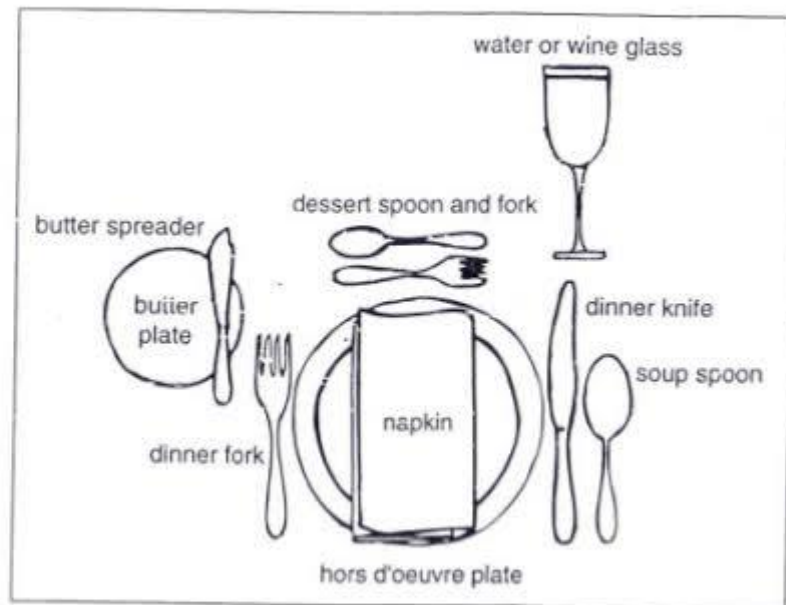


Figure 2-2 Serveware in French service includes a butter plate, butter spreader, hors d'oeuvre plate, napkin, dinner fork, dinner knife, soup spoon, dessert fork and spoon, and water or wine glass.



## American Service

- American service is less formal than French, Russian, or English service. It is the most prevalent style of service in restaurants in the United States.



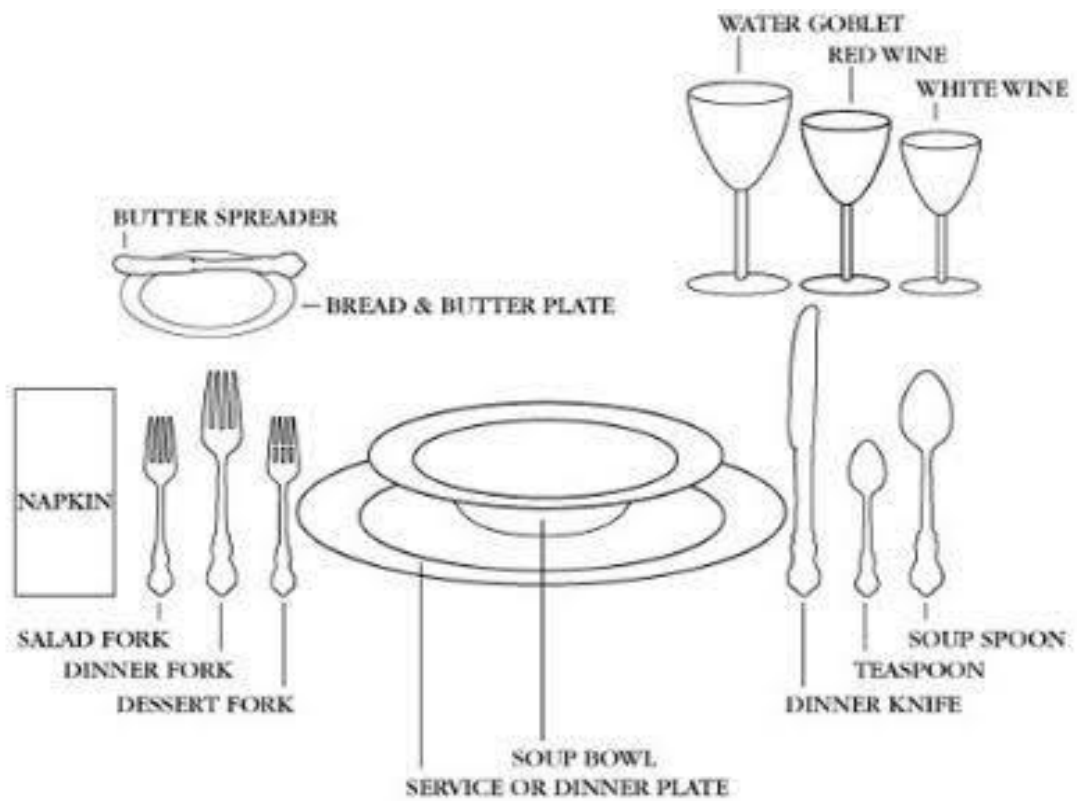
Food and Beverage Service Method

- 1 BREAD PLATE
- 2 CHEESE KNIFE
- 3 DESSERT SPOON
- 4 WATER GLASS
- 5 RED WINE GLASS
- 6 WHITE WINE GLASS
- 7 FISH FORK
- 8 MEAT FORK
- 9 PRESENTATION PLATE
- 10 SOUP PLATE
- 11 DINNER PLATE
- 12 STEAK KNIFE
- 13 FISH KNIFE
- 14 SOUP SPOON



## FRENCH TABLE SETTING





**Serve food and beverage**





**Figure 81-2. 1. Iced Lemon Tea**





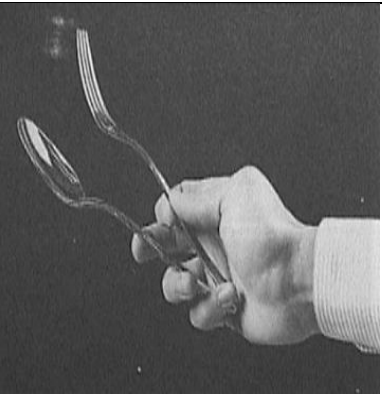
**Figure 82-2.2. garnishing food**


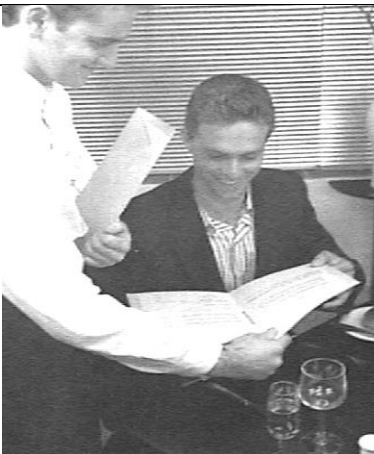
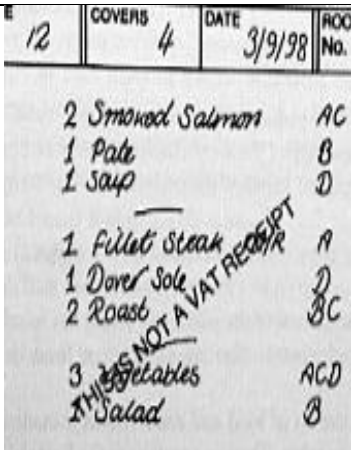








**Figure 83-2. 3. Accompaniment**



Steps	Service sequence	picture	Activates
1	Greet and seat the guests		<p>Ask them if they have a reservation. Check the reservation.</p> <p>If no table has been booked, check if one is available.</p> <p>Show the guest their table.</p> <p>Offer the guest a chair to encourage them to be seated.</p>

2	Unfold the napkins		<p>Some guests will open their own napkins as soon as they sit down.</p> <p>Stand at the right of the guest; pick up the napkin with your right hand.</p> <p>Shake the napkin from its fold into a triangle.</p> <p>Place the longest side of the triangle closest to the guest.</p> <p>Move anti-clockwise around the table opening the napkins, the host at last.</p>
3	Serve the butter and the bread		<p>Place the butter plate in the center of the table, with the right hand.</p> <p>Hold the bread basket on your left hand and serve from the guest left side.</p> <p>Hold the bread basket down over the edge of the side plate.</p> <p>Transfer the bread from the basket to the side plate using service fork and spoon.</p> <p>Move anti-clockwise around the table, the host at last. Offer bread throughout the meal</p>



4	Offer iced water		<p>Iced water is a valuable addition to the meal experience, and it is appreciated by the guest, although in some establishments it may not be the practice.</p> <p>The water glass is positioned to the right of the wine glass above the table knife.</p> <p>Water is poured from the guest right side, with your right hand.</p> <p>Move anti-clockwise around the table, the host at last. Offer water throughout the meal.</p>
5	Describe and recommend dishes		<p>Allow time for the guest to make their choice.</p> <p>When all the guests are seated, be alert to the signs that the guests are ready to order so they are not kept waiting.</p> <p>You must be able to describe dishes, how they are cooked, accurately, and attractively.</p> <p>You may also be asked to recommend dishes. To say "Everything is good" is not helpful.</p>
6	Take the F&B orders		<p>When you are sure the guests are ready to order, a) introduce yourself and b) ask what they would like to eat and drink.</p> <p>Start to take the order of the guest on the right of the host, and work anti-clockwise around the table, finishing with the host's order.</p>

			<p>Take the order including the starter, the main course, the dessert, and beverages.</p> <p>Note any special requirements</p> <p>Repeat the order to the guests to make sure that the order is correct.</p>
7	Serve beverage		<p>Take the beverages at the bar. Be sure to know who drinks what. It is not professional to ask the guest.</p> <p>All glassware, whether clean or used, should be carried upright on a drink tray, held only by the base of the glass. Hold the tray with your left hand, and use your right hand to place the drink from the guest's right side.</p> <p>Beverage Service sequence (</p> <p>Throughout the meal, if the guest's glass looks nearly empty, ask if he/she wants another drink.</p>
8	Serve the starter		<p>In modern plate service, plates are both placed and cleared from the guest's right side, as this causes the least disturbance to the guest.</p> <p>In modern plate service, serve the guest immediately to the right of the host first, and then move anti-clockwise around the table, serving each guest in turn, and regardless of sex. The host to be served at last.</p> <p>In some establishments, you may be required to serve ladies before</p>

			gentlemen, or this may be required by the guests.
9	Clear the starter		<p>Guest usually indicates that they have finished their course by placing the cutlery together on the plate.</p> <p>As they don't always do this, you must be alert to other signs from the table that everyone has finished, and if necessary, you must ask guests whether they are finished or not.</p> <p>In modern plate service, it is usual to clear at once, when all guest have finished, from the right side of the guest, by using your right hand.</p>
10	Serve the main course		<p>As for the starter, plates are both placed and cleared from the guest's right side, as this causes the least disturbance to the guest.</p> <p>Serve the guest immediately to the right of the host first, and then move anti-clockwise around the table, serving each guest in turn, regard-less of sex. The host to be served at last.</p> <p>In some establishments, you may be required to serve ladies before gentlemen, or this may be required by the guests.</p>

11	Clear the main course		<p>Guest usually indicates that they have finished their main course by placing the cutlery together on the plate.</p> <p>If necessary, you must ask guests whether they are finished or not.</p> <p>Clear at once; when all guest have finished, from the right side of the guest, by using your right hand.</p> <p>Brush the crumbs onto the a dinner plate using a folded service cloth held in your right hand and adjust the dessert cutlery.</p>
12	Serve the dessert		<p>Plates are both placed and cleared from the guest's right side, as this causes the least disturbance to the guest.</p> <p>Serve the guest immediately to the right of the host first, and then move anti-clockwise around the table, serving each guest in turn, regard-less of sex. The host to be served at last.</p> <p>In some establishments, you may be required to serve ladies before gentlemen, or this may be required by the guests.</p>
13	Take the coffee / tea order		<p>The coffee / tea may be served with the dessert if requested by the guest, therefore, you may be asked the take the order before serving the dessert.</p> <p>Start to take the order of the guest on the right of the host, and work anti-clockwise around the table, finishing with the host's order.</p>



			Transfer the top copy to the bar, the third copy to the cashier, and the fourth copy for you.
14	Serve the coffee / tea		<p>Place the accompanying items (milk, sugar) on the table.</p> <p>Serve the guest immediately to the right of the host first, and then move anti-clockwise around the table, serving each guest in turn, regard-less of sex. The host to be served at last.</p> <p>In some establishments, you may be required to serve ladies before gentlemen, or this may be required</p>
15	Clearing and re-setting		<p>Remove dessert plates and coffee cups by hand. Glassware should be removed on a drinks tray.</p> <p>Only when all the guests have left the restaurant, remove the flowers on a tray and put them in the refrigerator.</p> <p>Then, remove the dirty napkins and tablecloths.</p>

**Table 18-3.1. Food and beverage Service Sequence**



**fig .four plate carrying technique**

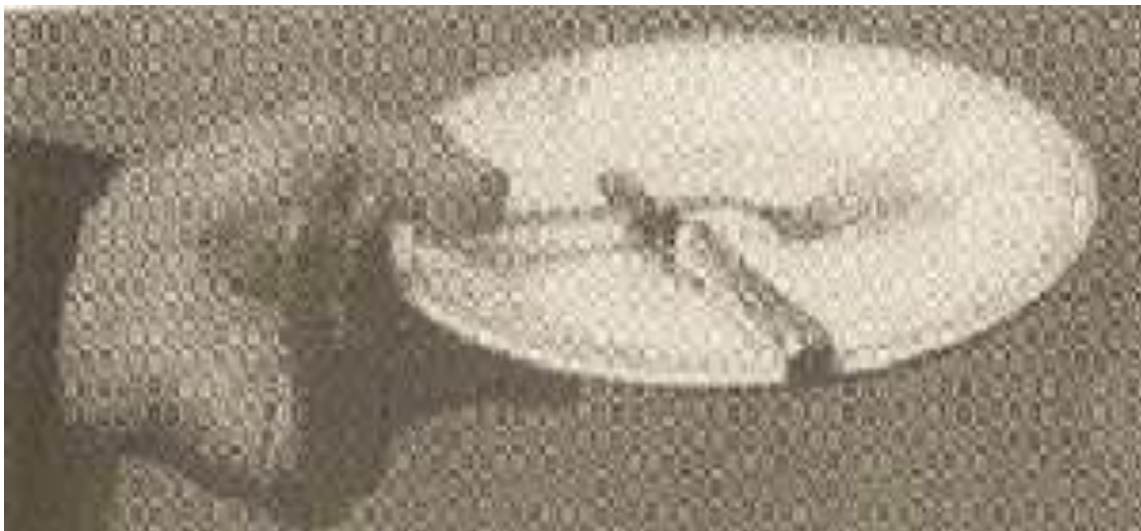


**Figure 84-3.1. Pouring technique**



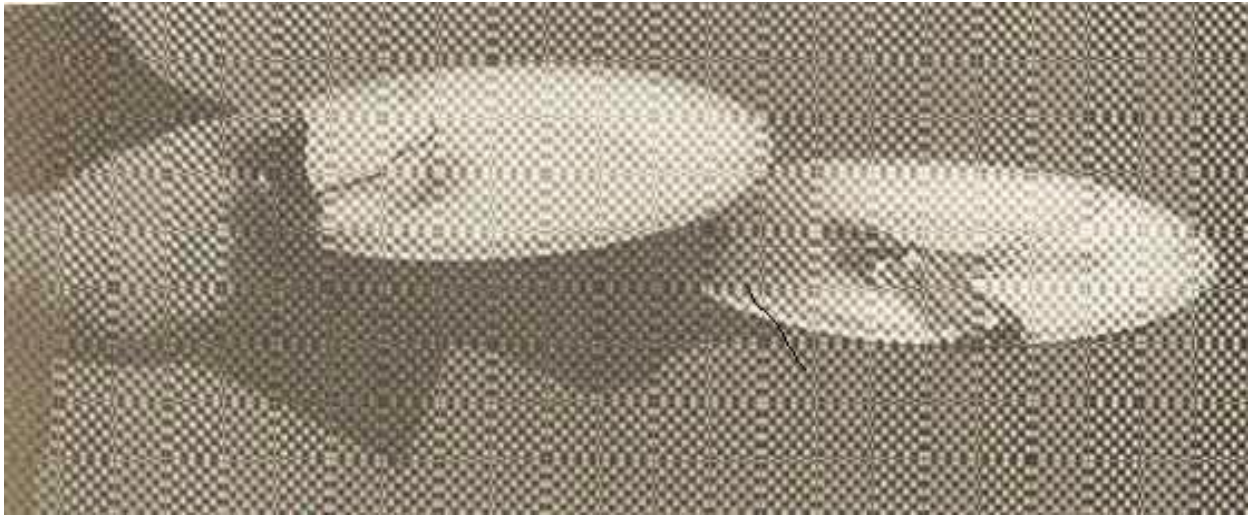
**Figure 85-4.1. Prevent food and other item contamination**

## **Clean dining area**

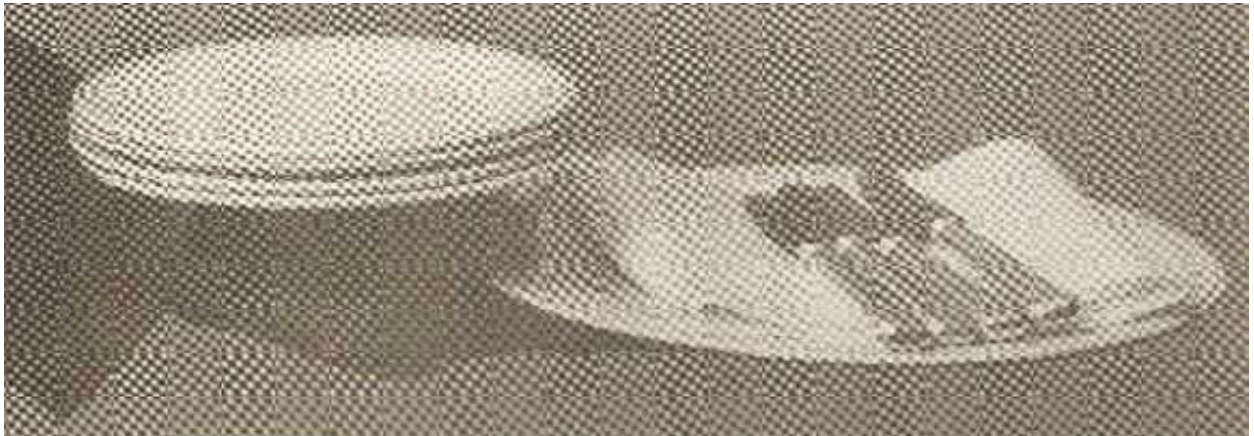


**Figure 86-1<sup>st</sup> Step: First soiled plate cleared.**

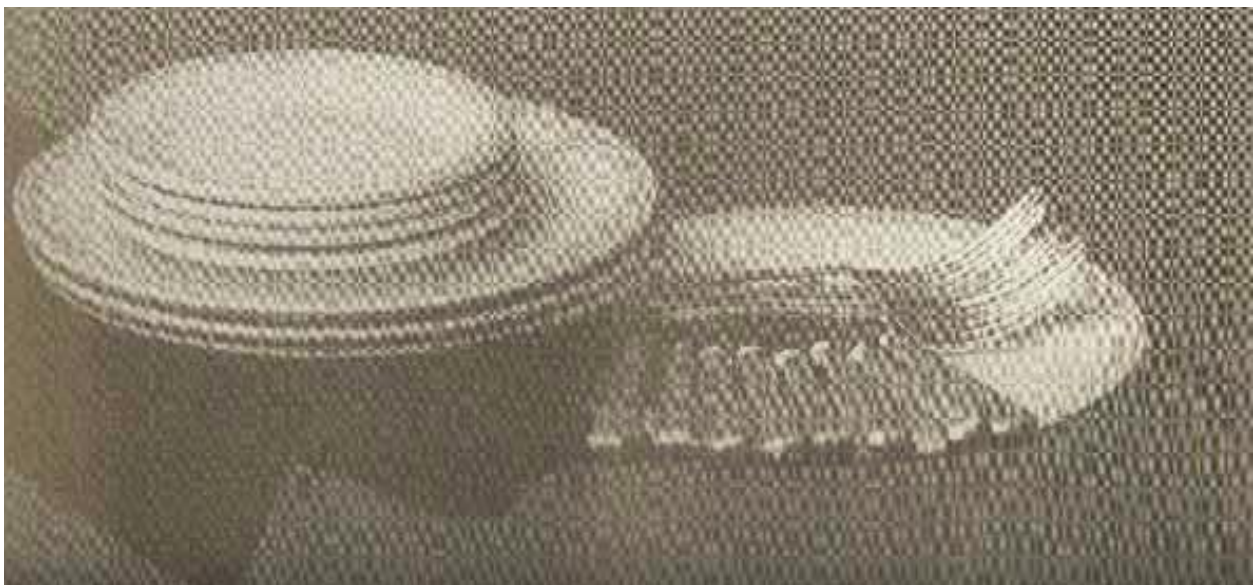




**Figure 87-2<sup>nd</sup> Step: Clearing debris from the upper plate.**



**Figure 88-3<sup>rd</sup> Step: Preparing to clear the next dirty plates.**



**Figure 89-4<sup>th</sup> Step: Clearing joint and side plates in one journey.**

Stack and segregate chinaware's together on the third



**Figure 90-1.1. Cleaning/crumb down**



**STEP 1**  
Note the hand grip.



**STEP 2**  
Place the table cloth over the end of the table while the soiled table cloth is still on the table. As you do this you should grip and retract the soiled table cloth. Table should never be visible.



**STEP 3**  
Pull the clean table cloth towards you releasing it as you go. Do not reverse the soiled table cloth. Pull the clean cloth into the correct position and release. You should now be holding the soiled cloth only and it should be clear of the table.

**Figure 91 2. 92. table clothing**





**Figure 93- clearing the dining table**



**Figure 94- Wiping dining table**





**Figure 95-Replenishing Condiments**



**Figure 96-3.2 .Replenishing table appointments**

## **Domestic work**

# Wash and Iron Cloths Linen and Fabric

## 1.4. Personal safety in laundry work

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The washer should be kept personal safety and it is responsibility to know and understand what items of PPE you should be using, where and how it is stored as well as how to care for it.

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PPE can include – but is not necessarily limited to - the following types of item: -

- **Gloves**



Gloves of various types for use in the Sorting room when handling soiled textiles or in the washroom and stores area when handling chemicals.

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- **Aprons**



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different types of aprons may be used in the sorting room and washroom areas but, there to protect you and your clothing from splashes or contact with liquids.

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- **Eye guards**




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used in various areas where there is a risk of chemical splashes, dust and grit

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- **Protective foot wear**




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ranging from rubber Wellington boots (normally used in wet areas in the washroom) to metal capped shoes for washroom operators

---

- **Uniforms**




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which can be as simple as a tabard(short) or it can be a full uniform that can include shirts, jackets, trousers, boiler- In some instances, the uniform may be coded' to identify staff from different working areas in the laundry,

---

suits.  
'color-

**Table 19 Personal safety needs when preparing for laundry works**



Figure 97sorted clothes





Washing	
Care Symbol	Written Care Instructions
	Machine Wash, Normal
	Machine Wash, Cold
 	Machine Wash, Warm

Table 20 How to care our cloth and its symbols



## BLEACH

	<b>Bleach When Needed</b>
	<b>Do Not Bleach</b>

Table 21 Bleaching and not bleaching

## EXTRACTING


	<b>Do Not Wring</b>

Table 22 Extracting

## DRY CLEANING

	<b>Dry cleaning</b>
	<b>Dry clean, Any Solvent</b>
	<b>Dry clean, Petroleum Solvent Only</b>
	<b>Do Not Dry clean</b>

Table 23 Dry cleaning

- WASHING MACHINE

is a machine designed to clean laundry, such as clothing, towels and sheets. The term is most applied to machines that use water as primary cleaning solution, a opposed to dry cleaning.



**Fig 3.1. semi- automated washing machine**



**Fig. 3.2. automatic washing machine**

- **DRYER or TUMBLE DRYER**



is used to remove the moisture from a load of clothing and other textiles, generally shortly after they are cleaned in a washing machine. Most dryer consist of rotating drum called a tumbler through which heated air is circulated to evaporate the moisture from the load. The tumbler is rotated relatively slowly in order to maintain space between the articles in the load.

- **hand wash**

Dryer or tumble dryer
used hand
_____
_____
_____



for washing fabrics, linen, and clothes on

- **SPOTTING TABLE**






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for removal of spots/stains of garments used with spotting chemicals

**3.5 Figure spotting table**

---

- HYDRO EXTRACTOR**



for

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extracting moisture from linen. It removes excess water from the linen.

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**3.6 Figurehydro extractor**

---

- LAUNDRY CART**



used for delivery of Cloths

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**3.7 Figurelaundry cart**

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**Table 24Types of laundry equipment**

no	Laundry agent and supplies	Type & Purpose	Pictures
1	bar soap	used in conjunction with water for washing and cleaning.	
2	Liquidsoap	liquid detergent can be used for cleaning clothes	
3	Powder soap	Soap powder is a powder made from soap and other substances that you use for washing your clothes, especially in a machine.	
4	Fabric softener	it uses to soften the fabrics and prevent static. It can also use to keep clothes smelling good while being store.	
5	Color removal	may be used on certain white fabrics. These contain sodium hydrosulfite, a strong bleaching agent.	
6	Bleach	are used in stain removal to render the staining material colorless and invisible, as well as to help actually remove it.	
7	Fabricstain remover	the best stain remover for practically all types of textile "stains" is plain detergent and water.	

## Table 25 Laundry agent and supplies

### 4.3. Types of Stain remover



Fig 4.1. tannin stain remover



Fig .4.2. protein stain remover



Fig 4.3 oil stain remover



**Fig 4.4 dye stain remover**

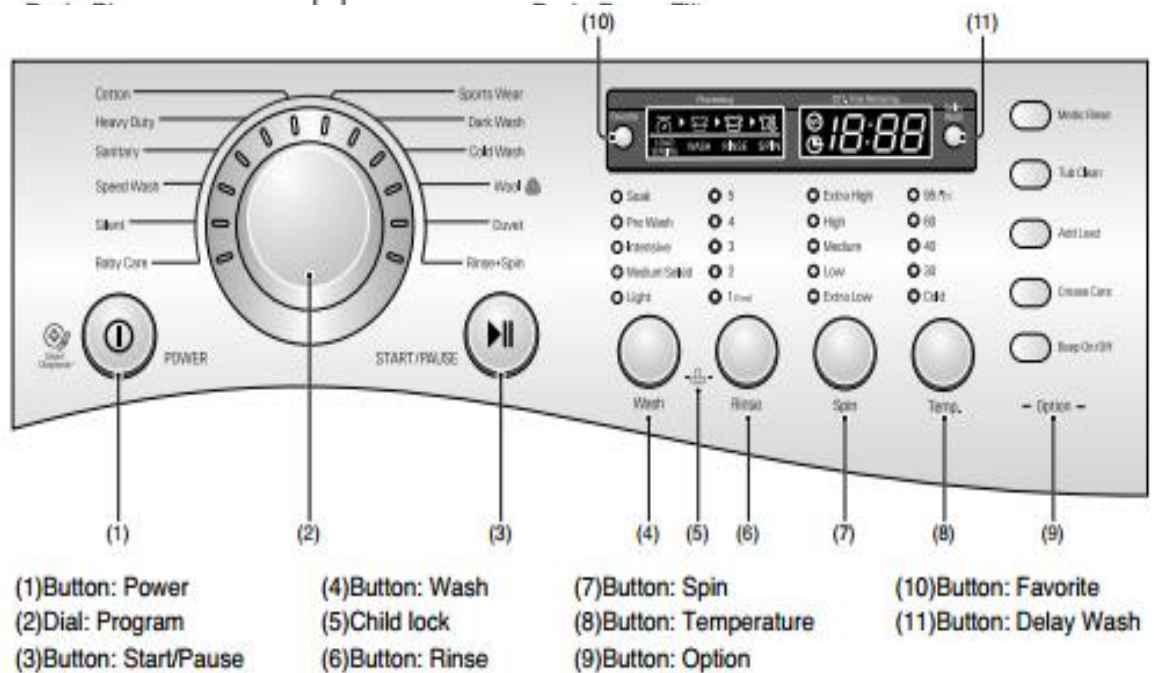
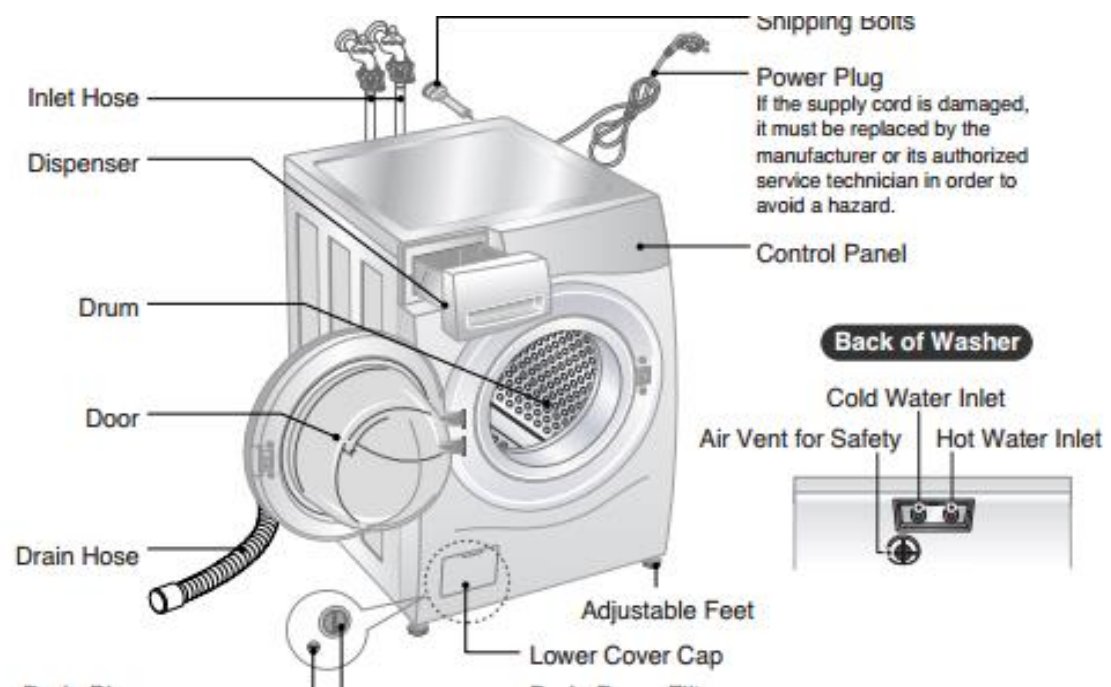


**Fig 4.5 combination stain remover**

# **Complete laundering process**

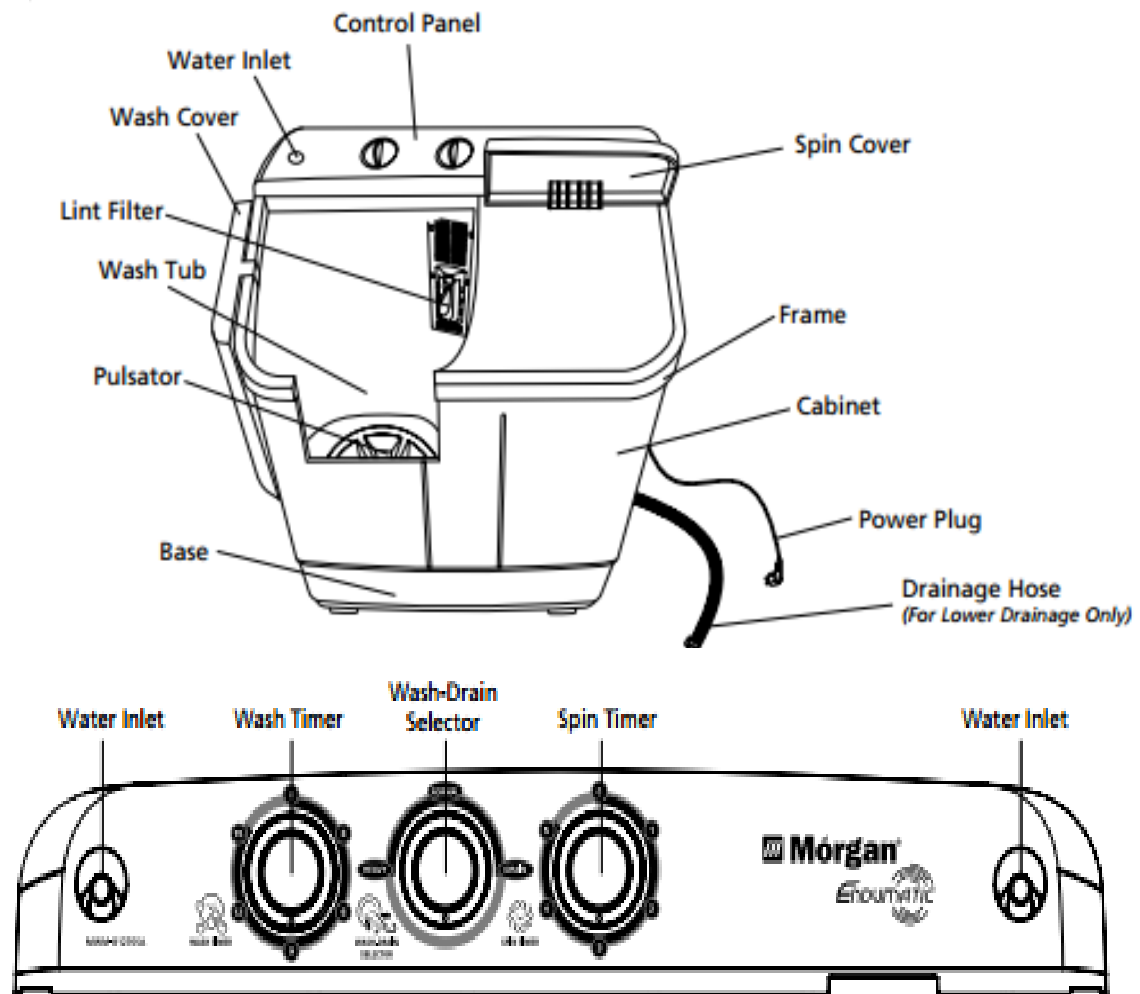
## **1.1. Parts of Laundry equipment**

- **Parts of digital Washing machine**



**Fig 1.1 Parts of digital Washing machine**

- **Parts of semi-automatic Washing machine**



The illustration above is for reference only. Specific illustration applies to actual models.

- **WATER INLET:** For filling water
- **WASH TIMER:** For selecting washing duration.
- **SPIN TIMER:** For selecting spinning duration.
- **WASH-DRAIN SELECTOR:** Select "Normal" or "Heavy" for washing or rinsing. Select "DRAIN" for draining.

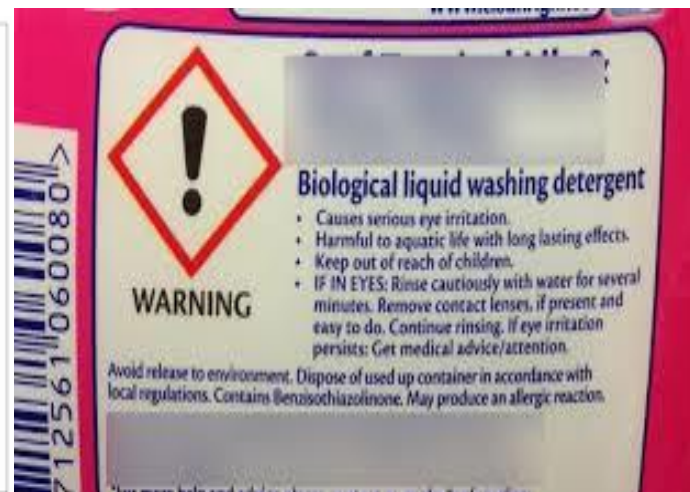




**Table 26**Clothesline



**Table 27** waste disposal





**Figure 98. Danger, warning and poison sign**



**Figure 99. Cleaning agent store**



Fig 7.1 Replenishing supplies and agent



Figure 100 Replenishing supplies and agent

## Wash and iron cloths linen and fabric **Module Title:** washing and ironing cloths linen and Fabric

### 1.2. Types of Fabrics with respective temperature



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#### Acetate


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cellulose- based synthetic fabrics lustrous, moderately absorbent, often in blend. Acetate is weak fibers and fabrics made of them have poor abrasion resistance. Acetate fabrics become significantly weaker when wet, which means that they must usually be dry- cleaned.

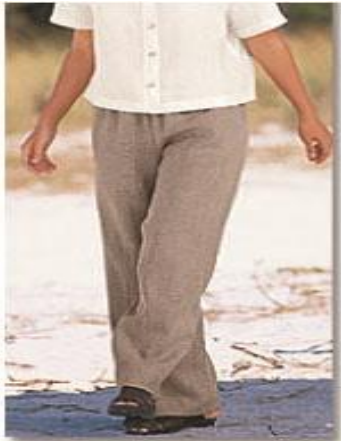
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When ironing acetate, use a low temperature setting and no steam. Turn the fabric inside out to prevent shine marks.

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<div data-bbox="316 286 505 320" data-label="Caption"> <p><b>Fig 1.1 Acetate</b></p> </div>	<div data-bbox="1123 226 1329 405" data-label="Image">  </div> <div data-bbox="1347 380 1393 409" data-label="Text"> <p>low</p> </div>
<div data-bbox="181 338 276 371" data-label="Section-Header"> <p><b>Acrylic</b></p> </div> <div data-bbox="181 378 1366 486" data-label="Text"> <p>When ironing acrylic, turn the fabric inside out, set the temperature to a setting and do not use any steam. Use a spray if necessary. Make sure to iron the fabric while it is completely dry, so it doesn't stretch out of shape</p> </div>	

<div data-bbox="266 566 437 600" data-label="Caption"> <p><b>Fig 1.2Acrylic</b></p> </div>	
<div data-bbox="191 633 572 1395" data-label="Image">  </div> <div data-bbox="205 1366 309 1397" data-label="Caption"> <p><b>3cotton</b></p> </div>	<div data-bbox="593 663 1382 768" data-label="Text"> <p><b>COTTON</b>-is made into every known woven and knitted structure and every weight, from the flimsiest muslin to the heaviest canvass.</p> </div> <div data-bbox="593 777 1372 887" data-label="Text"> <p>Cotton is the true “miracle fiber”. It is the fiber of democracy: it cans anything it wants to be, ambitious or humble, and its qualities can be enjoyed by rich and poor alike</p> </div> <div data-bbox="593 916 1394 1025" data-label="Text"> <p>Iron cotton while the fabric is still damp, or pre-moisten it with a spray bottle. Set the temperature to a high setting and use steam for stubborn wrinkles and creases.</p> </div> <div data-bbox="593 1059 1351 1205" data-label="Text"> <p><b>CARE:</b> Cotton clothes, bed sheets, and table cloths can be laundered on the regular wash cycle, unless the care label indicates otherwise or less the article in question is delicate in some respect.</p> </div> <div data-bbox="593 1238 767 1270" data-label="Section-Header"> <p><b>Cotton-Blend</b></p> </div> <div data-bbox="593 1279 1383 1420" data-label="Text"> <p>Iron cotton-blends on low heat and use steam. Iron the garment inside out or place a press cloth, such as a clean cotton handkerchief or fabric scrap, between the iron and the fabric to prevent iron marks and shine.</p> </div>

<div data-bbox="199 1505 541 1944" data-label="Image">  </div> <div data-bbox="209 1955 317 1989" data-label="Caption"> <p><b>1.4linen</b></p> </div>	<div data-bbox="569 1514 1385 1662" data-label="Text"> <p><b>LINEN</b>- one of the world's oldest fabric, made from fibers from the stalks of the flax plant. Linens are fit for royal boudoirs and fragile, bandages, everyday sheets and other ordinary items. Flax is remarkably strong, durable, and functional fiber.</p> </div> <div data-bbox="569 1693 1406 1915" data-label="Text"> <p>Iron linen garments inside out or place a press cloth, such as a clean cotton handkerchief or fabric scrap, between the iron and the fabric to prevent shine. Always iron linen while the fabric is still damp, or pre-moisten it with a spray bottle. Use spray-on starch or fabric sizing for collars, cuffs or any other areas that you want to make crisp.</p> </div>
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1.5 nylon

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**NYLON-** formerly a trade name, now generic term for strongest synthetic fiber. Pure nylon fabrics are durable but non-absorbent, which may make them uncomfortable, especially in warm weather

---

When ironing nylon, use the lowest temperature setting on the iron and place a press cloth, such as a clean cotton handkerchief or fabric scrap, between the iron and the fabric. If necessary, convert to the “Steamer” function to gently remove wrinkles from nylon.

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polyester

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**POLYESTER-**the most widely used synthetic fiber from petroleum products. Nearly as strong as nylon, it is a chameleon that can imitate silk, serve as pillow stuffing and blend with most other fiber. Polyester is the queen of fabric

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When ironing polyester, make sure the fabric is slightly damp, or pre-moisten it with a spray bottle. Set the temperature to low or medium heat. Start ironing at the top and work your way down the garment, pressing firmly on the creases and re-wetting them if necessary.

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1.7 silk

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**SILK-** a natural fiber discovered in China 5,000 years ago, obtained by on winding cocoons of the silkworm larvae. Silk strong but have no delicate appearance and generally have a sheer.

---

Iron silk while the fabric is still damp, or pre-moisten it with a spray bottle. Turn the garment inside out before ironing, and set the temperature to the lowest heat setting. Place a press cloth, such as a clean cotton handkerchief or fabric scrap, between the iron and the fabric to prevent shine.

---



8 viscose rayon

**VISCOSE RAYON**– rayon is expensive, soft, and comfortable & dyes well. Viscose rayon fabric may stretch when it gets wet and shrink as it dries, and may even stretch and shrink with changes in atmospheric humidity; thus, it is usually a poor choice for draperies.

Iron viscose while the fabric is still damp, or pre-moisten it with a spray bottle. Set the temperature to the lowest setting and use a dry iron unless otherwise noted on the tag. Place a press cloth, such as a clean cotton handkerchief or fabric scrap, between the iron and the fabric to prevent shine.



**WOOL**- fiber from fleece of domesticated sheep. Wool fabrics are warmest of all-natural fiber and resilient.

Iron wool and wool-blends on low heat and use steam (ironing wool while it is dry can damage the fabric). Turn the garment inside out to prevent iron marks and shine.

**Table 28** Proper ways of sorting washed items

#### Ironing equipment's

- Flat work ironer



for ironing flat sheet, linen pillow case and other flat linen

- steam press



for pressing delicate fabrics like wool, silk, etc.



- **Ironing board**



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used for pressing garments

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- **Steam iron**









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used for ironing /pressing garments to remove wrinkle after washing.

**Table 29 Check ironing equipment's for cleanliness & visible damage**

## IRON

	Iron, Any Temperature, Steam or Dry
	Iron, Low (cool) (110C, 230F) only.
	Iron, Medium (warm) (150C, 300F).
	Iron, High (hot) (200C, 290F).
	Do Not Steam
	Do Not Iron

**Table 30 Set temperature according to type of fabric**

### 3.2 Set temperature

Iron Setting Temperatures in Celsius and Fahrenheit. If your iron uses a different scale or you want to know more exacting temperatures for ironing different types of fabric, follow these guidelines:

- Linen: 230 °C (445 °F)
- Triacetate: 200 °C (390 °F)
- Cotton: 204 °C (400 °F)
- Viscose/Rayon: 190 °C (375 °F)
- Wool: 148 °C (300 °F)

- Polyester: 148 °C (300 °F)
- Silk: 148 °C (300 °F)
- Acetate: 143 °C (290 °F)
- Acrylic: 135 °C (275 °F)
- Lycra/Spandex: 135 °C (275 °F)
- Nylon: 135 °C (275 °F)

## 4.1. IRONING

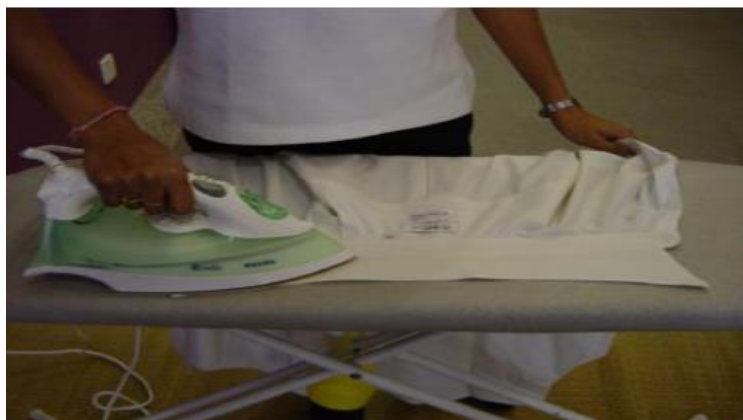
There are certain items of clothing and linen that need to be ironed while others do not; you can wear a shirt or finely embroidered blouse that isn't ironed, but you can live without linens or sheets being ironed-although that can be one of life little luxuries.

### 4.1.1. steps to press shirt

1. The collar part of shirt should be first
2. Yolk/ shoulder part
3. cuff
4. sleeve
5. The body of shirt



### 1. Iron the collar



### 2. Iron the shoulder



### 3. Iron the cuff



### 4. Iron the sleeves

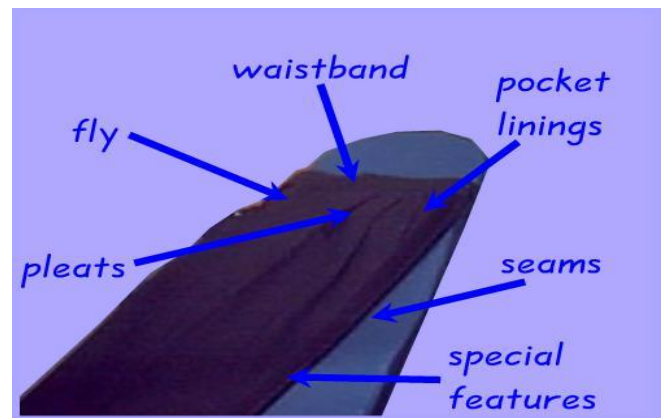


### 5. Iron the body



### 5.1.2. Steps to press trousers

1. Start on pocket and lining part of trousers/slacks
2. Press waistband part
3. Press top all around area
4. Finally press legs & creases together.



#### 1. Iron the pocket linings first



#### 2. iron the waist band



3. Start the legs by grouping together the four seams and flattening the legs so the folds at the front and rear represent where you want the creases to go.





4. effectively finishes the trousers. Put them over a hanger



## 4.2. Basic ironing

### techniques

Even if you have to do only very small areas of the garment at a time make sure it's flat before you start.

For example, this area here is crinkled when doing a collar so **DON'T GO OVER IT** or you'll set a crease that will be more difficult to remove.

If you don't make sure that the general area is flat before you start ironing any backward or sideways movement will run over an area that isn't flat and cause a crease. Creases put in by the iron are far harder to remove than normal creases.

### 1. Use Both Hands

The wrinkles in the edge of this shirt disappear when the top is pulled while pressing the iron down on the bottom. Ironing under this sort of tension will give the best results and can only be done using two hands.



### 2. Move the Iron in Straight Lines

The iron is a shape similar to that of a ship for a reason. As it goes forward, it pushes fabric aside and smooths its way forward. If you then move straight back you will be going over a part that is already flat and make it flatter.



### **3. Move Your Body**



The aim in good ironing is to move the iron forward in the direction of its nose. You can see what happens in the left-hand picture when you try to do this without moving your body. The arm and body are totally twisted and it's very difficult

to iron. Moving to the end of the board (illustrated right) makes it easier to maneuver and better results will follow

### **4.3. Items needed for ironing**

- Iron
- Water container
- spray bottle
- iron cleaner
- iron net/protector
- ironing board



**Fig. 4.1. iron**



**2. water container**



**3. spray bottle**



**4. iron**

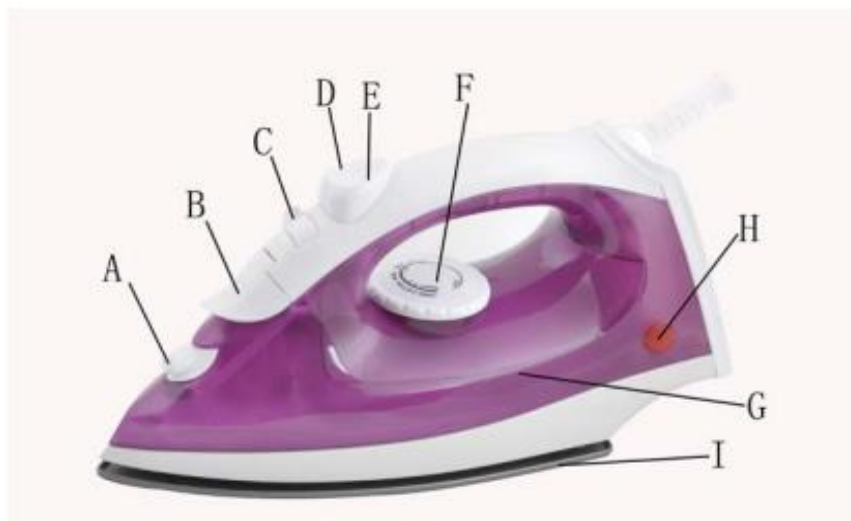


**Fig. 4.5. iron net/protector**



**5. ironing board**

#### 4.4.Body part of steam iron





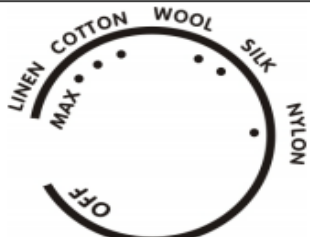



- A. Spray Nozzle
- B. Water Filling Hole
- C. Steam Regulator
- D. Burst Steam Button
- E. Spray Button
- F. Thermostat Dial
- G. Water Reservoir

H---Power Indicator Light

I---Soleplate

**Fig. 4.7. parts of iron**

#### Type of Fabric and Thermostat Dial Form:

<b>Caution:</b>  Please note that  on the label means that this article may not be ironed.			
Instructions on Label	Type of Fabric	Thermostat dial	
	Nylon Silk	MIN	
	Wool	↑	
	Cotton Linen	MAX	

## Pack and store ironed items

### 1.1.Quality check ironed item

- Before delivering to be checked quality and finish
- Check the garment for missing buttons, stains, zipper, replacement
- Check trouser seams and any tears
- Pressing finish
- Right way of Folding
- Right way of Hanging
- washing and dry-cleaning Quality

- Whiteness of garments
- Brightness of color
- Free from wrinkle and crease
- Special instruction from employer
- Check unnecessary shine of cloths



**1.1 Folding**



**Fig. 1.2. Hanging**

shirt and the depth of your storage space.) Flip folded shirt over and store.



**Fig 2.4. trouser(pant) hang**



**Fig 2.5. shirt**

## **2.5. Fold Non cloth item**

Non cloth items that uses for different purpose such as bed room, dining room, bathroom



**Fig. 2.5. folded bedsheet**



**Fig. 2.6 folded bath towels**

## **2.2. Packing**

- Flat packing and rolling clothes are equally effective to that end. The best way to pack your clothes would be a combination of both.
- Flat pack bulkier items, like pants, and roll smaller or more delicate pieces of clothing, like a dress or shirt.





**Fig 2.7. packing**

### **2.3. Storage of linen**

- ✓ Linen must be kept free from dust
- ✓ All fresh linen should be stored under cover
- ✓ The linen stock should be rotated in order on FIFO basis
- ✓ Heavier linen should be placed on lower shelves
- ✓ Smaller articles such as face towel and serviette are placed in bundles of 10
- ✓ Table linens and bed linens should be arranged by size, types and neatly stacked on the shelves



#### **1.1. Steps to fold ironed shirt**

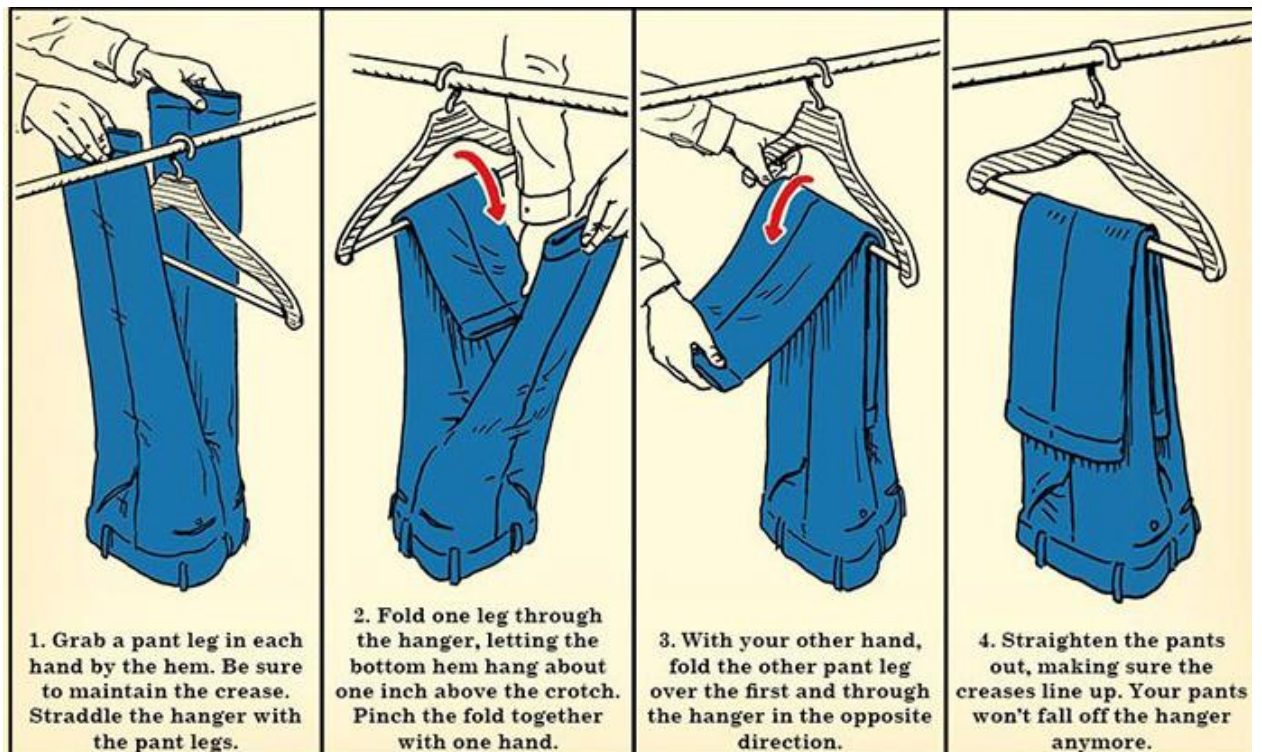
**Step-1.** Lay the shirt flat, making sure it's buttoned up

**Step-2.** Fold the sleeves to the middle of the back

**Step-3.** Fold the sides to the middle

**Step-4.** Fold in half lengthwise

#### **1.2. Steps to hang ironed trouser**



### 1.3.Steps to fold bed sheet

Step 1. Drape the Fitted Sheet Over Your Hands

Step 2. Fold the Fitted Sheet in Half and Tuck in the Corners

Step 3. Fold the Fitted Sheet in Half Again

Step 4. Lay the Folded Sheet on the Bed

### 1.4. Steps to fold bathroom towels

Step 1



**Step 2**



**Step 3**



**step 4**



### **1.5 step to pack cloths**

**Step 1.** Gather all the garments you anticipate needing.

**Step 2.** Choose knits, wools, and cottons.

**Step 3.** Roll softer garments and fold stiffer ones

**Step 4.** Arrange rolled items in the bottom of the bag.

**Step 5.** Place folded garments next

**Step 6.** Cover the pile with a dry-cleaning bag

**Step 7.** Top the pile with the clothes you will need first

**Step 8.** Snake belts around the perimeter of the bag

## Domestic help for short term training

### የብቃት አሃዶች

9. የመኖሪያ ቤት ውስጥ ለሚገኙ የተለያዩ ክፍሎች አፀዳድ
10. የምግብና መጠጥ መስተንግዶ የሀገር ባህል ምግብ ዝግጅት
11. መሰረታዊ የልብስ እጥበትና አተኳኮስ
12. ለ ህፃናትና ለልጆች ድጋፍና ክብካቤ መስጠት
13. የቤት እንስሳት እንክብካቤ (pate, toy and other appropriate display)
14. ለድንገተኛ አደጋዎች ምላሽ መስጠትና ቀላል የመጀመርያ ደረጃ እርዳታ፣ ግጭቶችን መከላከልና ጉዳትን ህክምና መስጠት
15. ጤና አጠባበቅ
16. የሥራ ቦታ ላይ ግንኙነት (መግባት)
17. የደህንነት (ሲሲቲቪ) ካሜራ አጠቃቀም
18. እና 5 ማዎች



የቤት ሰራተኞች ቅጥር ላይ እድሜያቸው ለስራ መድረሱን ማረጋገጥ ግድ ይላል። እድሜዋ ለስራ ሳይደርስ ለበርካታ ሰአታት የቤት ውስጥ ስራ በመስራት ለጉልበት ብዝበዛ የተጋለጠች በምስሉ ላይ የምትታየው ወጣት በግብረሰናይ ድርጅቶች አማካኝነት ነጻ ከወጣች በኋላ ወደትምህርት ስትመለስ በፈገግታ ደስታዋን ከጓደኞቿ ጋር ስትገልጽ።

# 1. የፅዳት መሳሪያዎች /Cleaning Tools/

እነዚህ መሳሪያዎች የሚያገለግሉን ለፅዳት ሲሆን ከእነዚህም ውስጥ

## ብሩሽ /Brush/

- ብሩሽ ማለት የማፅጃ መሳሪያ ሲሆን ሰርተን ስንጨርስ መሳሪያዎችን እናፀዳበታለን።



## የቁምመጥረጊያ /Broom/

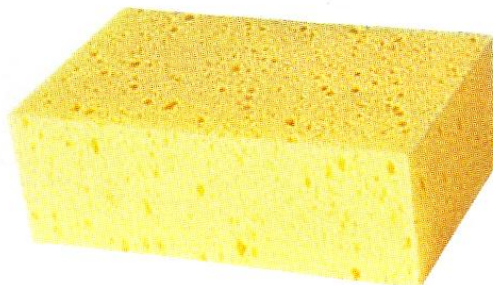


- ይህ መሳሪያ ልክ እንደ ብሩሽ ሰርተን ስናበቃ የሰራንበት አካባቢ የምናፀዳበት መሳሪያ ነው።



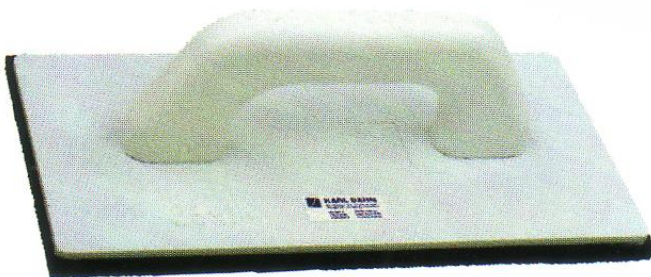
#### ስፖንጅ /Sponge/

- ይህ መሳሪያ የሚያገለግለው መገልገያ እቃዎች ለማፅዳት ወይም ለማጠብ ይጠቅማል።



#### ስፖንጅ ፍሎት /Sponge Float/

- ስፖንጅ ፍሎት ማለት የተለያዩ ቅርጽ ያለው ሲሆን ነገር ግን ከላይ መያዣ ያለው፣ ነገር ግን ከስር ስፖንጅ ያለው፣ ለስላሳ፣ ለአያያዝ አመቺ የሆነና ወሀመያዝ የሚችል ስፖንጅ ይባላል። እቃዎችንና የሰራነውን ቦታ ለማፅዳት ወይም ለማጠብ ይጠቅማል።



### የብቃት አሀድ - 6

ደረቅቆሻሻበአይነትመለየትማለትምንማለትነው?



What does it mean identifying the type Solid Waste in our environment?



በድርጅቶች ወይም በመኖሪያ ቤታችን የሚወገዱ ቆሻሻዎችን በጥንቃቄ በመለየት ለማስወገድና ለዳግም መጠቀም ማዘጋጀት፡፡ ቆሻሻ ለማጎጎዝ የሚወጣውን ወጪ ንፍቅ ቆሻሻ መድፍያ ላይ የቆሻሻ ብዛትን በመቀነስ ለሀገር ኢኮኖሚ ጉልህ ሚና አለው ብተመልሶ ጥቅም ላይ የሚውሉ ውጤቶችን /recycling waste matters/

በመለየት በቀጥታ ወይም የተወሰነ ለውጥ በማድረግ ለመጠቀምና ለፋብሪካ በጥሬ ምኞት ለማቅረብ ይረዳል

### የቆሻሻ አወጋገድ ዘዴዎች/ Waste disposal methods

ቆሻሻ ጠጣር፣ ፈሳሽ እና አየር ወለማ ተብለው ሊከፈሉ ይችላሉ፡፡ እነዚህ የቆሻሻ ዓይነቶች ከአግባቡ የምናስወግድ ከሆነ በሰው፣ በእንስሳትና በተክሎች የሚያስከትሉትን ብክለትና ጉዳት መቀነስ ይቻላል፡፡



**በተመልሶጥቅምላየየዋለሶፋ መቀመጫ የመኪና ጎማ /  
recycling used car rubber part in to comfortable seat/ Sofa  
(tyre/tire)/**

**ደረቅቆሻሻንበቤትውስጥእንዴትመያዝአለብን?/**

**How to get dry waste in the home dispose?**

**ደረቅ ቋሻሻን ብቻ ሳይሆን ፈሳሽ የተጠቀምነውን ውሃ በማጣራት  
እንደገና መላልሰን መጠቀም እንችላለን ለምሳሌ በተግባር የታየው  
በዘመናዊ መልክ የመኪና እጥበት ውሃን እንደገና መጠቀም መቻልን**

ነው (water recycling technology from car washing used water in to pure water)

በተመሳሳይ አካባቢ ጥበቃ የተሸለ ስራ ለመስራት ጥረት መደረጉ ጠቃሚ ሆኖ እንደሚገኝ በዓለማችን ላይ እየተሰሩ ያሉ ስራዎች የሚያረጋግጡ ሲሆን፡  
: የአሜሪካው ምክትል ፕሬዝዳንት የነበሩት እንደ አውሮፓዊያን ዘመን አቆጣጠር በ2007 ዓ.ም የተሸለሙትን የሰላም ኖቤል ሽልማት ብር ለዚህ ለአካባቢ ጥበቃ ጥናትና ምርምር እዲውል በበጎ ፍቃድ መስጠታቸውን የሚያስመስግናቸውና ለአካባቢ ጥበቃ ስራ ትኩረት እንዲያገኝ ጥረት ካደረጉ መሪዎች አንዱና ዋናው ናቸው፡፡ የኒውስዊክ መጽሔት ስለእሳቸው የጻፈላቸውን እንደሚከተለው ይቀርባል፡

Despite<sup>1</sup> the grueling pace, Gore is pumped on this warm October afternoon. I am there to talk about his latest literary project, and he's ready, launching into a house tour that revolves around his new book, *Our Choice: A Plan to Solve the Climate Crisis*(printed on 100 percent recycled paper for a savings of 1,513 trees and 126,000 pounds of carbon dioxide; all associated CO2 emissions offset through the Carbon Neutral Co.; all profits to the Alliance for Climate Protection, which he founded in 2006 and to which he donated his 2007 Nobel Peace Prize money). Here in the dining room, he says with a wave, he papered the walls with giant 20-by 23-inch Post-its, covered with his notes. "Stacked on the floor all around the walls were these thick notebooks from the solutions summits," he says with a chuckle. The pool table was conscripted to hold material for more chapters. There was method in the chaos, but just barely. Most books take 12 months to produce from the time the author delivers the manuscript to the publisher; Gore, with two research assistants, was still writing in August, imperiling the Nov. 3 release date.

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<sup>1</sup> Sharon Begley (2009) Environment the evolution of an Eco-prophet Al Gore's Climate-Change are advancing as rapidly as the phenomenon itself. Evolution By [Newsweek Staff U.S.A](#) 395 Hudson street, New York, NY 10014.3669 November 9, 2009 vol. CLIV, NO. 19 pp 48-49



**Figure 101 Old (traditional) way of cooking and baking Injera.**



**Figure 102 Old (traditional) way of cooking and baking Injera.**



**Figure 103 Modern way of cooking, baking Injera by solar.**



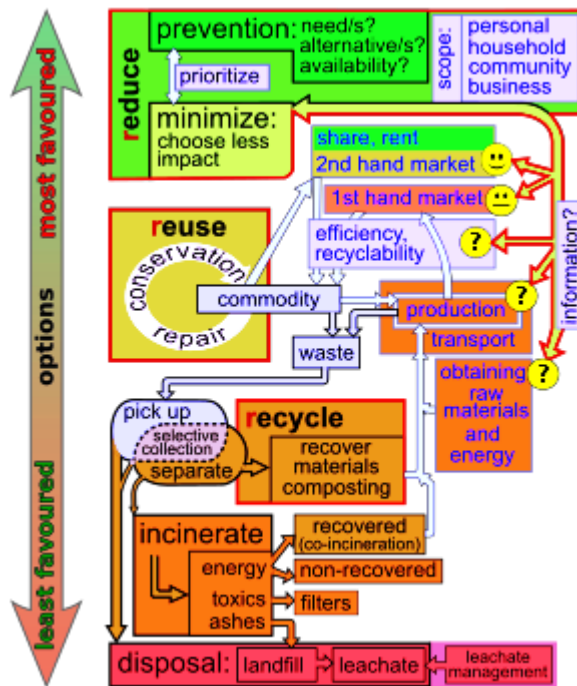






ቆሻሻ ስናስወግድ በአካባቢው ላይ ተፅዕኖ ሳናድርግ መሆን አለበት፡፡ ይህን ተፅዕኖ ለመቀነስ መደረግ ያለባቸው ጥንቃቄዎች፡-

- ቆሻሻውን በአግባቡ መሰብሰብ
- ቆሻሻውን በአግባቡ ማንጓዝና መለየት



### Waste hierarchy

The waste hierarchy refers to the "3 Rs" reduce, reuse and recycle, which classifies waste management strategies according to their desirability in terms of waste minimization. The waste hierarchy is the cornerstone of most waste minimization strategies



(How do we keep the house dry disposal?)

**ለፅዳት የሚያስፈልጉ መሣሪያዎች**





**ለፅዳት የሚያስፈልጉ መሣሪያዎች በሁለት ይከፈላሉ እነዚህም**



*Figure Communal waste containers: (a) Metal bin with 1 m<sup>3</sup> capacity; (b) Waste skip – these can range from 3 to 15 m<sup>3</sup>. (Cowing et al., 2014)*

**የጋራ የመድሃኒት ማጠራቀሚያዎች ከሀገር ውስጥ እቃ መያዢያዎች የበለጠ መሆን እና ጠንካራ መሆን አለባቸው፡**

**ብዙውን ጊዜ ከተሽከርካሪዎች ጋር በሚገጣጥመው ብተለየ ተሽከርካሪ ባዶ መሆን (በሚቀጥለው ክፍል የተገለፀ)፡ አንዳንድ ምሳሌዎች በስእል ውስጥ ይገኛሉ.....**

*Figure Household waste storage containers: (a) old ten-litre food container; (b) 60-litre metal bin; (c) 240-litre wheeled bin. (Cowing et al., 2014)*

ምስልየቤት-ውስጥቆሻሻማጠራቀሚያእቃዎች (ሀ) የቆየምግብእቃመያዣ, (ለ) 60 ሊትርየብረት የቆሻሻ ማውጫ፤ (ሐ) 240 ሊትርተሽከርካሪ የቆሻሻ ማውጫ (Cowing et al., 2014)



Enclosed light truck

l to a  
al for emptying  
idential waste  
an most  
eeds better roads

#### የታጠረ ቀላል የጭነት መኪና

በተለመደው የመኪና መሳርያ የተገጠመ ቆሻሻ ማጠራቀሚያ ሳጥን፡፡ የጎዳና ላይ ቆሻሻዎችን እና የጋራ መጠቀሚያ ቆሻሻ ማጠራቀሚያዎችን ለማጽዳት ጠቃሚ ነው፡፡ በጣም የተሻለ መንገዶች በጎማዎች ከሚሰበሰቡ ተሽከርካሪዎች በበለጠ ሁኔታ ማገልገል ይችላሉ፤ ነገርግን

**ከታሪኩ ኩላ ይበተነኩ ተሸከርካሪዎች ላይ ጥሩ መንገዶችን ይፈልጋሉ።**



**ከቤተሰብ አባላትን ወደ የጋራ መሰብሰቢያ ቦታ ለመውሰድ ብቻ ተስማሚ ነው።። ጠባብ መንገዶች ላይ፣ ግን በጥንቃቄ የተያዘ የጎዳና መስመሮች ያስፈልጋሉ።።**

Only suitable for taking waste from households to a communal collection point. Good for narrow streets, but needs a well-maintained street surface.

Health and environmental impacts of transfer stations





በጣም ውስብስብ በሆነ የዝውውር ጣቢያዎች ውስጥ የክምችት ለግንባታ የሚውል መኪና ቆሻሻቸውን በሲሚንቶው ወለል ላይ በማስገባት ቆሻሻውን ወደ መዝለላዎች (ስዕል ) ለማሸጋገር ያገለግላል። ይህ ትልቅ ትላልቅ መያዣዎችን ለመጠቀም ያስችላል፤ ስለዚህ የዚህ አይነት ጣቢያ የበለጠ ቆጣቢ ስለሚሆን ቆሻሻ ማጠራቀሚያ ቦታው ርቀት የበለጠ ይሆናል።

In more complex transfer stations, the collection carts tip their waste onto a concrete floor and a mechanical loading shovel is used to transfer the waste to the skips (Figure). This allows the use of larger containers, so this type of station is more economical where distances to the waste disposal site are greater.



የትራንስፖርት መንገድ ላይ የጤና እና የአካባቢያዊ ተጽእኖዎች

## **ህጉስምንይላል? What does the law articulated?**

በእርግጥ ቆሻሻ መጣያ ቦታ ጠፍቶ አይደለም በሕዝብ የተሞላ ቦታ ላይ ያለማቋረጥ ደረቅ ቋሻሻ የሚጣለው። ትምህርት ውስጥ ተካቶ ተማሪዎች መማር ያለባቸው ቆሻ እና ህግን ነው። በአንድ ወቅት የሰውሞት አስከትሎ አልፏል። የቆሻሻ በከተሞች ላይ መከማቸት ለጤናም ጥሩ አይደለም። በርካታ ቦታዎች የሰውልጅ የማይደርስባቸው ከከተማ ወጣ ብለው የሚገኙ በግንባታ ምክንያት የተራቁቱ ቦታዎች አሉ። ለምሳሌ በግዙፍ ግንባታ ምክንያት ድንጋይ ሲፈለግባቸው የነበሩ (ካባ) የሚባሉ ቦታዎች አሉ ወደዛ መውሰድ ይቻል ነበር። እነሱን የመመላት ስራ መስራት ይቻላል።

**በእርግጥህጉስየሚለው** Indeed the law articulated in such a way that

ለበለጠ መረጃ ዝርዝሩን ማየት ይቻላል፤ ማንኛውም ሰውም ሆነ ድርጅት ስረአት ሲተላለፉ የሚቀጡት ቅጣት እንደ ሚከተለው ይቀርባል፤

አቀራረቡም በተራ ቁጥር የተከፋፈለ ሆኖ በሁሉም ላይ የጥፋት አይነቶች እና የቅጣቱ ክፍያ መጠን ተዘርዝሯል እነሱም፤

1 ቆሻሻ በአግባቡ አለ መያዝ ወይም ማዘረክረክ

• ከመኖሪያ ቤት ከሆነ ብር 10

• ከድርጅት ከሆነ ብር 30

2 የመኖሪያ ቤትን ወይም የድርጅትን ፊትለፊት ያለውን ደረቅ ቆሻሻ እስከ ሃያ ሜትር የአካባቢ ንጽህናን በአግባቡ አለመጠበቅ

• መኖሪያ ቤት ከሆነ ብር 5

• ከድርጅት ከሆነ ብር 50

3 ደረቅ ቆሻሻ ባልተፈቀደ ቦታ መጣል

• ከመኖሪያ ቤት ከሆነ ብር 30

• ከኢንዱስትሪ ከሆነ ብር 5ሺ

• ከጤና ተቋም ብር 7 ሺብር

• ከሌሎች ድርጅቶች ብር 500

4 ጥቃቅን የሆኑ ቆሻሻዎችን ተገቢ ባልሆኑ ቦታዎች መወርወር ብር 50

5 ባልተፈቀደ ቦታ ላይ አሮጌ መኪና፣ ቆርቆሮ፣ አሸዋ፣ አፈር ወዘተ መቆለልና ማስቀመጥ ብር 100

6 ባልተፈቀዱ ቦታዎች የማስታወቂያ ወረቀት መለጠፍ ብር 100

7 ከገንዳ ውጪ ቆሻሻ መድፋት ብር 10

8 የግል የጽዳት አገልግሎት ሰጪ ድርጅቶች የሞላ ገንዳን በወቅቱ አለማንሳት ብር 100

9 የግል የጽዳት አገልግሎት ሰጪ ድርጅቶች ያስቀመጡት የጥቃቅን ማጠራቀሚያዎችን በአግባቡ አለመያዝና ሲሞላ በወቅቱ ቆሻሻውን አለማጋባት ብር 30

10 ቆሻሻን እያዘረከረኩ ሳይሸፍኑ ማሸከርከር ብር 50

11 ከተሸከርካሪዎች ላይ በመሆን ቆሻሻዎች የሚያወርዱ አሸከርካሪ ወይም ተሳፋሪ ብር 5

12 በእንስሳት እርባታና የማቆያ ቦታዎች ቆሻሻዎችን በአግባቡ አለመያዝና አለ ማስወገድ ብር 100

13 እንስሳትን ይዞ በመዞር ባልተፈቀደ ቦታ እንዲጸዳዱ ማድረግ ብር 10

14 ያልተሸፈነ ጭነት በጋማ ከብት በማጓጓዝ ከከተማ ቆሻሻ ብር 10

15 የሞቱ እንስሳት ባልተፈቀደ ደቦታ ሲጥል የተገኘ ብር 10

16 የቀንድ ከብትና የመሳሰሉትን ባልተፈቀዱ ቦታዎች ላይ በመንዳት ከተማ ማቆሻሻ ብር 30

17 ከግንባታ ወይም ከፍርስራሽ የሚመነጭ ቆሻሻ ወይም አፈር ባልተፈቀደ ደቦታ መጣል ብር 500

18 ልዩ ቆሻሻዎችን በአግባቡ አለመያዝ ወይም አለመጣል ብር 50

19 አደገኛ ቆሻሻዎችን በአግባቡ አለመያዝና አለማስወገድ

- ኢንዱስትሪ ከሆነ ብር 7 ሺህ

- የጤና ተቋም ከሆነ 5 ሺህ ብር

20 ባልተፈቀደ ቦታና ሁኔታ ቆሻሻ፣ ሬንጅ፣ ፕላስቲክ ወይም የመሳሰሉትን ማቃጠል

- ግለሰብ ብር 30

- ድርጅት ብር 50

21 አገልግት መስጫ ተቋም ወይም የማምረቻ ድርጅት መጸዳጃቤት አለመሰራትና ዘወትር ለተገልጋዮች ክፍት አድርጎ አገልግሎት አለመስጠት ብር 100

22 ባልተፈቀደ ቦታ መሸናት ወይም መጸዳዳትና አካባቢን ማቆሻሻ ብር 10

23 የመጽዳጃ ቤት ፍሳሽን ባልተፈቀደ ስፍራ መልቀቅ

- መኖሪያ ቤት ከሆነ ብር 30

- ድርጅት ከሆነ ብር 200

24 የቤት ውስጥ ፍሳሽ ወደመንገድ እና አካባቢ መልቀቅ

- መኖሪያ ከሆነ ብር 20

- ድርጅት ከሆነ ብር 200

25 ባልተፈቀደ ቦታ በመንገድ ላይ መኪና ወይም ሌላ ተሽከር ካሪ

- ያጠበ ብር 10

- ያሳጠበ ብር 30

26 ከነዳጅ ጣቢያና ጋራጅ የሚወጡ ፍሳሾችን ተገቢ ባልሆነ መንገድ መልቀቅ ብር 500

27 የመኖሪያ ቤትን ወይም የድርጅት ፊትለፊቱን ያለው ፍሳሽ ቆሽሻ እስከአስር ሜትር አካባቢ ንጽህና በአግባቡ አለመጠበቅ

- ከድርጅት ከሆነ ብር 100

- ለመኖሪያ ብር 10

28 ፍሳሽ ቆሻሻዎች እያዝረከረኩ ማሸከርከርና ባልተፈቀደ ቦታ መድፋት ብር 7ሺ

29 ያልታከመ የኢንዱስትሪ ወይም ሌሎች መርዛማ እና አደገኛ ፍሳሾችን ወደወንዞች ወይም ወዳልተፈቀደ ስፍራዎች ማስወገድ ብር 7 ሺ

30 በአገልግሎት መስጫ ተቋማት እና የማምረቻ ድርጅቶች ተገቢ የሆነ ጥቃቅን ቆሻሻ ማጠራቀሚያ እቃ



• አለ ማስቀመጥ ብር 100

• በአግባቡ አለ ማስወገድ ብር 10

31 የገበያቦታ ዎችን ቆሻሻ መጣል ብር 10

32 መንገድ ለመንገድ / ከተማ ማቆሻሻል ብር 20

**የብቃት አሀዱ የኢትዮጵያ ባህላዊ ምግቦች አዘገጃጀት**

**Prepare Ethiopian National Dish**

**መግቢያ**

ባህላዊ ምግቦችን ለማዘጋጀት የተለያዩ ቅመማ ቅመሞችን መጠቀም ስለሚኖርብን በቅድሚያ እነዚህን ቅመሞች አውቀንና ለይተን ማዘጋጀት ይኖርብናል፡፡

ባህላዊ ምግቦች ብዙዎቹ ጥሬ እቃዎች በቅድሚያ ተዘጋጅተው የሚቆዩና /Processed/ ዝግጅቱ ሲጀመር አንስተን የምንጠቀማቸው ያመዝናሉ። በመሆኑም ምግቡን ለማብሰል ከመጀመራችን በፊት ቅድመ ሁኔታዎች መሟላቱን ማረጋገጥ ይኖርብናል።

/Misen place/

የማብሰያ እቃዎች

- ብረት ድስት

-ሸክላ ድስት

-ጀበና

-እንጀራ መጋገሪያ

-ፈጠነች ምድጃ

- መክተፊያ

-ማብሰያ ምድጃ

-የስጋ መቀጥቀጫ

- ቢላዋ

- መክተፊያ

- መጥበሻ ኦቭንና ግሪል



**የምግብና መጠጥ መስተንግዶ አገልግሎት (Food and Beverage Service)**  
**ምግብ**



**ኒችን**



**የምግብ ማዘጋጃና ማስቀመጫ**

## **የብቃት አህድ -9**

**የምግብና መጠጥ መስተንግዶ አገልግሎት (Food and Beverage Service)**





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### ለቤተሰብ የሚሆን መጠጥ መረጣና ግዢ

**8.1 የልብስ እጥበት አገልግሎት:-** ማለት ማንኛውም ሊታጠቡ የሚችሉ የልብስ ዓይነቶችን የእጥበት አገልግሎት መስጠት ነው፡፡

የተለያዩ የልብስ እጥበት አይነቶች አሉ፡፡ እነርሱም፡-

#### 1. በእጅ የሚታጠቡ



#### 2. በማሽን የሚታጠቡ

የማሽን እጥበት በሁለት ይከፈላል፡፡እነርሱም

1. የውሀ እጥበት፡-በውሃና በላውንደሪ ኦፖ ወይም ፈሳሽ ሳሙና ተጠቅመን የምናካሂደው የልብስ እጥበት ነው
2. የደረቅ እጥበት፡-ኬሚካሎችን በመጠቀም የምናካሂደው የልብስ እጥበት (Dry Cleaning)

#### 1.2 ለልብስ እጥበት የሚያገለግሉ መሣሪያዎች

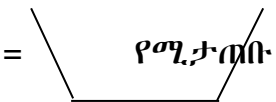
- ❖ የማጠቢያ ማሽን (Washing Machine)
- ❖ የማድረቂያ ማሽን (Dryer)

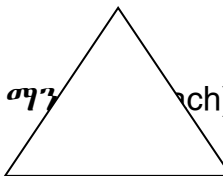


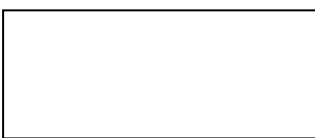


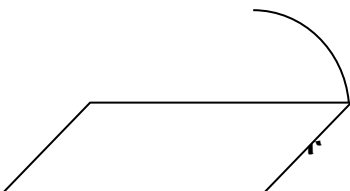
- ❖ የመጭመቂያ ማሽን (Hydro extraction)
- ❖ የመተኮሻ መሣሪያ (Pressing equipment)
- ❖ የማጠፊያ ማሽን (folding machine)
- ❖ የአንሶላ መተኮሻ (rolling machine)
- ❖ የእንፋሎት ካውያ (steam iron)

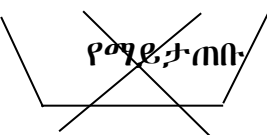
### ምልክቶች መመሪያ

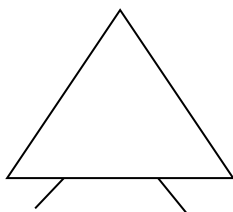
1. =  የሚታጠብ

2. =  ማን (inch) በመጠቀም የሚታጠብ

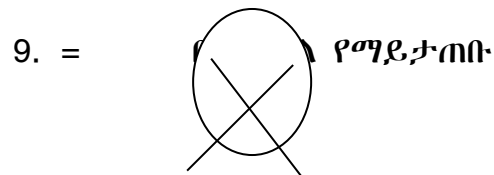
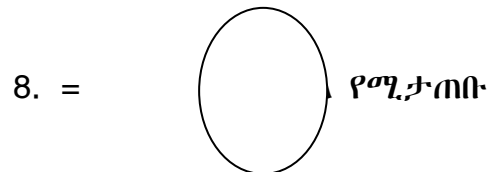
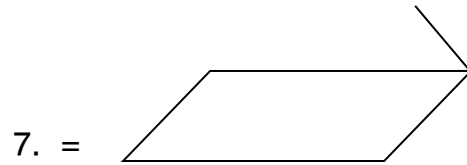
3. = 

4. = 

5. =  የሚታጠብ



6. = ማንጫ (Bleach) የማያስፈልጋቸው



በልብሱ ላይ የሚገኙ በዕድ ነገሮች ማስወገድ (Stain Removal)

• ባለሙያ የማያስፈልጋል፡፡

የፈርስትኤይድሳጥን (First Aid Kit)

### 1.3 ለልብስ እጥበት የሚያስፈልጉ ኬሚካሎች (Cleaning agents and Chemicals)

- ❖ የላውንደሪ ኦሞ
- ❖ ኢሴክስ
- ❖ የልብስ ማንጫ
- ❖ የልብስ ማጠንከሪያ
- ❖ የልብስ ማለስለሻ (Softener)
- ❖ የላውንደሪ ፈሳሽ ሳሙና
- ❖ የላውንደሪ ዱቄት ሳሙና



የብቃት አሀዱ የቤት አያያዝ እቃዎች



## የቤት ምንጣፍ ማጽጃ ቫኪውም ክሊነር

### ለላውንደሪ የምንጠቀምባቸው ኬሚካል ዲተርጀንት



Washers



Dryers



Ironer



Folder



#### 1.4 የልብስ እጥበት ቅደም ተከተል

- 1) የቆሽሽልብሶችን መሰብሰብ
- 2) ማጓጓዝ

❖ ቢጋሪ(trolley or cart)

❖ ቸት(chute)

3. ምልክት ማድረግ መለየት(marking and sorting)

❖ ጨርቁ ከምን እንደተሰራ መለየት(fabric type)

❖ ቀለሙን መለየት(colour)

❖ የልብሱን የመቆሽሽ ደረጃ በማየት(degree of solidness)

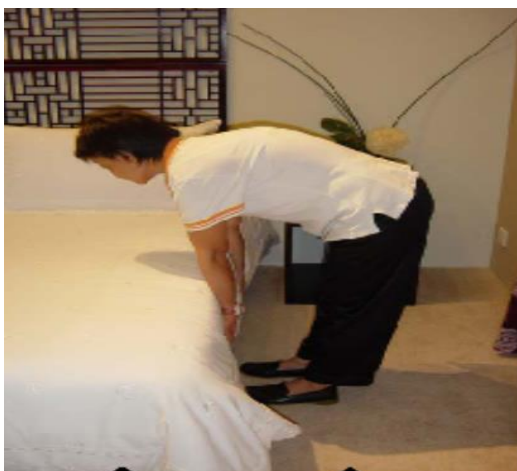
❖ የተቀደዱ እና ቁልፋቸው የላላ

❖ ቆሻሻው በቀላሉ የማይለቅ(stain)

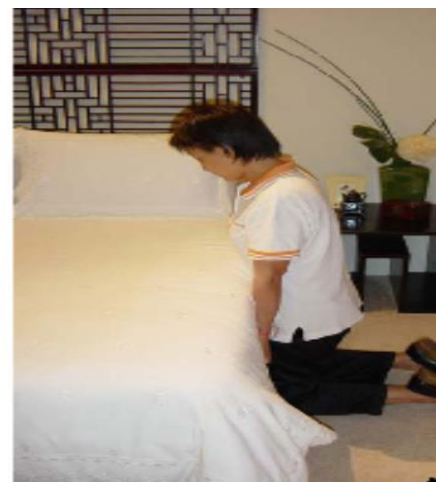
❖ ልብሱ ላይ ባለው መመሪያ መሰረት(washing instruction)



በመኖሪያ ቤት ውስጥ አገልግሎት



ትክክለኛ ያልሆነ



ትክክለኛ የሆነ



**በመኖሪያ ቤት የአልጋ አነጣጠፍ ለሰውነታችን ትክክለኛና እና ትክክለኛ ያልሆነ አነጣጠፍ**



**የአልጋ አነጣጠፍ ሂደትን የሚያሳይ**



**መኝታ ክፍሉ ተነጥፎና ተጻድቶ ያለቀለት ክፍል**



**የመዝናኛ ማዕከል፡-** (entertainment centre) የመዝናኛ ማዕከል ይህ ክፍል ሊይዛቸው የሚገቡ ቴሌቪዥን፣ ስቴሪዮ ቴፕ እና ሌሎች የኤሌክትሮኒክስ መሳሪያዎች የያዘ ክፍል ሲሆን አገልግሎቶቹን በመጠቀም መዝናኛ ክፍል ይሆናል፤



**የመዝናኛ ማዕከል፡-** (entertainment centre) የመዝናኛ ማዕከል ይህ ክፍል ሊይዛቸው የሚገቡ ቴሌቪዥን፣ ስቴሪዮ ቴፕ እና ሌሎች የኤሌክትሮኒክስ መሳሪያዎች የያዘ ክፍል ሲሆን አገልግሎቶቹን በመጠቀም መዝናኛ ክፍል ይሆናል፤



**Modern Furniture Living Room Furniture TV Cabinet**  
**የአንድ ቤት የሳሎን ይዘት**







የተለያዩ የሳሎን አይነቶች





**እጅግ ውድ የሆነ ሳሎን**

**መኝታ ቤት**



**አቲክ (Attic):-** ከጣሪያ በታች ያለ ቆጥ በአማረኛው ትርጉሙን የያዘ ሲሆን በእንግሊዞች ትንንሽ የመጠጥ ማስቀመጫ/መደርደሪያ ክፍል Attic storage room at the very top of the house

**ጥያቄዎች**

----- ክፍል ይ ባላል





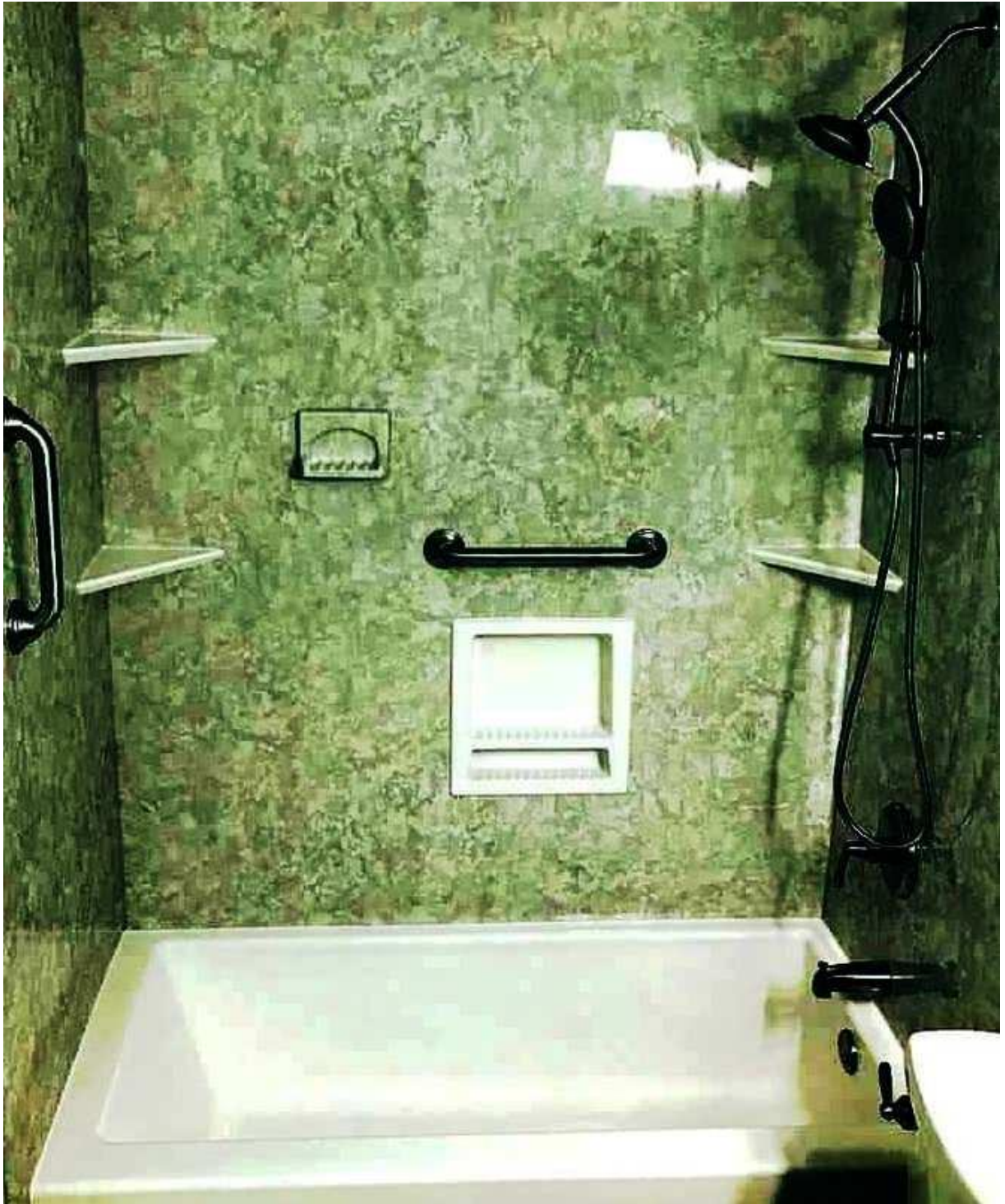
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ይህ ክፍል ----- አገልግሎት ይሰጣል



ይህ ክፍል ----- አገልግሎት ይሰጣል



ይህ ክፍል ----- አገልግሎት ይሰጣል





ይህ ክፍል ----- አገልግሎት ይሰጣል







-----ክፍል ይ ባላል----- አገልግሎት ይሰጣል



ይህ ከእንጨት የተሰራ እቃ ----- አገልግሎት ይሰጣል





## Apply 3S

### Contents

1. Kaizen Basics
  - 1.1 Definition of kaizen
  - 1.2 The Origin of Kaizen
2. 5S Basics
  - 2.1 Sort
  - 2.2 Set in order
  - 2.3 Shine
3. Junior Kaizen Promotion Team (KPT)
  1. Kaizen Basics
    - 1.1 Definition of Kaizen

# 改善

The first Japanese term (Kai): Change, alter (zen): better, right

KAIZEN means “Change for better.”

KAIZEN is a Japanese business philosophy that assumes our way of life – be it our working life, our social life, or our home life – should focus on continual improvement efforts.

(Masaaki Imai, 1997; “GEMBA KAIZEN”)



Kaizen = Continuous improvement

- KAIZEN is “a Japanese business philosophy of continuous improvement of working practices, personal efficiency, etc.”

(Oxford Dictionary)

The Ethiopia KAIZEN Institute developed its own working definition as follows:

*"KAIZEN is a philosophy of continual, participatory and self-disciplined innovation management having its own integrated systems and problem solving tools, implemented with the highest level of commitments at all levels of owners, leaders and employees through*

*enhancing their absorptive capability step by step aiming at creating new and advanced corporate culture to catch-up and attain world class competitiveness".*

### **3S standards**

- **3 Elements of Demand**

The three drivers of customer satisfaction are:

- Quality
- Cost
- Delivery

- **3 'G' Principles**

- Gemba - shop floor
- Gembutsu - the actual product
- Genjitsu - the facts

The key to successful kaizen is to go to the shop floor, work with the actual product and get the facts (reality)

- **3Ms**

Muda - waste, Mura - irregular actions, and Muri - strain make up the 3 M's. Existing perception of factory work is that it is dangerous, dirty and stressful, full of waste and unpredictable events

- **3 Principles of Lean**

- Takt time
- One piece flow production



- Downstream pull system (from the customer)
- **5Cs**  
American equivalent of 5S — see below
- **5M of Production**
  - Man
  - Machine
  - Material
  - Method
  - Measure

The understanding of these factors and the establishment of standards are key steps in strengthening the production processes

- **5S**  
5S is the principle of waste elimination through workplace organization. It is derived from the Japanese starting the words in “S”:
- Seiri - sort
- Seiton - straighten
- Seiso - sweep
- Seiketsu - standardise
- Shitsuke - sustain

The 3S standards applied in Occupational Standard for Domestic Works Level II the course Unit Title Standardized and sustained the work environment. 3S Unit Code currently seated by curriculum designers LSA DWR2 20 0419 Unit Descriptor. This unit covers the knowledge, skills and attitudes required by worker to standardize and sustain 3S to his/her workplace. It covers responsibility for the day- to-day operations of the workplace and ensuring

that continuous improvements of Kaizen elements are initiated and institutionalized. For trainees help as Elements applied Performance Criteria first prepare for work instructions are used to determine job requirements, including method, material and equipment. Job specifications are read and interpreted following working manual. Occupational health and safety (OHS) requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work. Safety equipment and tools are identified and checked for safe and effective operation. Tools and equipment are prepared and used to implement 3S. Standardize 3S. Such as plan is prepared and used to standardize 3S activities. Tools and techniques to standardize 3S are prepared and implemented based on relevant procedures. Checklists are followed for standardize activities and reported to relevant personnel. The workplace is kept to the specified standard. Problems are avoided by standardizing activities.

Sustain 3S. Plan is prepared and followed to standardize 3S activities. Tools and techniques to sustain 3S are discussed, prepared and implemented based on relevant procedures. Workplace is inspected regularly for compliance to specified standard and sustainability of 3S techniques. Workplace is cleaned up after completion of job and before commencing next job or end of shift. Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken. Improvements are recommended to lift the level of compliance in the workplace. Checklists are followed to sustain activities and report to relevant personnel. Problems are avoided by sustaining activities.

## **A CULTURE OF CONTINUOUS IMPROVEMENT – ‘5S’**

The Toyota Production System goes beyond principles that are purely related to production processes. It also extends to the whole organization – sales and marketing, administration, product development and management.

Every employee, regardless of position, receives the same treatment. Toyota takes care to nurture a sense of pride and efficiency in the workplace. This is supported by ‘5S’:

- **SEIRI – Sifting**
- **SEITON – Sorting**
- **SEISO – Sweeping and cleaning**
- **SEIKETSU – Spic-and-span**

- **SHITSUKE – Sustain**

### 2.1.1 6S (5S + Safety)

6S is modeled after the 5S system designed to reduce waste and optimize productivity through maintaining a clean, orderly workplace and using visual cues to achieve more consistent operational results. 6S uses the 5S pillars with an additional pillar for safety. The six pillars of 6S are according to IKI (2014):

- Sort (Get rid of it);
- Set in order (Organize);
- Shine (Clean and solve);
- Safety (Respect workplace and employee);
- Standardize (Make consistent); and
- Sustain (Keep it up).

**Table 31** Summery of equipment for short-term training

## **ANNEX: I RESOURCE REQUIREMENT for short-term training**

<b>D.</b>	<b>Tools and Equipment's</b>			
1	Vacuum cleaner	1500W, Air flow: 53L/s, Function: wet/dry	2	1:13
2	Baskets for garbage (with different color)	Suitable for household,	3	1:8
3	Container(pail)	Medium size	6	1:5
4	Trolley	containing trash bin, mop bucket or upright vacuum cleaner, Three organizing shelves	2	1:13

5	Mop wringer	Capacity: 34L, Colors: blue, red, yellow	2	1:13
6	Caddy	Standard	2	1:13
7	Caution signage	Size: Up width: 21cm Down width: 30cm Height: 61cm Printing: any words or picture can be printed	2	1:13
8	Ladder	ergonomic design, Smooth and comfortable height adjustment	2	1:13
9	LCD projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
10	White board	Standard	1	1:25
11	Laptop	Ram 2, hard disk 500 GB	1	1:25
12	Flash	360° rotation covering and protecting, waterproof, 32GB	3	
13	CD	CD-R, CD-RW	6	1:5

## ANNEX II RESOURCE REQUIREMENT

### LSA DWR2 M05 0419

#### Cleaning and maintain house in domestic setting

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Learner)
<b>A.</b>	<b>Learning Materials</b>			
1.	TTLM	Prepared by trainer	25	1:1
2.	Textbooks			
3.	Reference Books			
3.1	Hotel Housekeeping operation and management	G. Raghubalan, smirit (January 1, 2016)3 edition	3	1:9
<b>B.H</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1.	Lecture Room	6mx9m	1	1:25
2.	Library		1	1:30
<b>C.</b>	<b>Consumable Materials</b>			
1.	Paper	A4		1:5
2.	Pen	plastic ball pen, refill	25	1:1
3	Whiteboard Marker	Temporary, Plastic, color: Blue, red, black	1	1:25
4	Detergents and spray	general cleaner, Capacity:250ML/500ML/100 OML	5	1:5
<b>5</b>	Gloves	Plastic	30pairs	1:1
6	Rags with different color	100% polyester, Size: 32 x 32cm, different solid colors	15	1:2
7	Mop and wiper("veliday")	Stainless Steel	12	1:2
8	Dust pan with brush	Different colors, size	6	1:5
9	Cobweb remover	With long extension	3	1:8



10	Brushes	For different purpose	10	1:3
11	Brooms	plastic, stainless steel	10	1:3
12	Hard brushes	Standard	5	1:5
<b>D.</b>	<b>Tools and Equipment's</b>			
1	Vacuum cleaner	1500W, Air flow: 53L/s, Function: wet/dry	2	1:13
2	Baskets for garbage (with different color)	Suitable for household,	3	1:8
3	Container(pail)	Plastic, Usage: Water, paint	6	1:5
4	Trolley	containing trash bin, mop bucket or upright vacuum cleaner, Three organizing shelves	2	1:13

5	Caddy	Standard	2	1:13
6	Mop wringer	Standard	2	1:13
7	Caution signage	Size: Up width: 21cm  Down width: 30cm  Height: 61cmPrinting: any words or picture can be printed	2	1:13
8	Ladder	ergonomic design, Smooth and comfortable height adjustment	2	1:13
9	LCD projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
10	White board	Standard	1	1:25
11	Laptop	Ram 2, hard disk 500 GB,14 inch	1	1:25
12	Flash	360° rotation covering and protecting, waterproof,32GB		
13	CD	CD-R, CD-RW	6	1:5

14	<u>Arabic majlis</u>	living room sofa, 2 -seater single arm size: 170 cm x 93 cm x 92 cm 2-seater two arm size: 170 cm x 93 cm x 92 cm		
15	Tv	Outdoor waterproof level IP65 sunlight readable,55-inch, compatible flash, VGA cable, flat screen	3	
16	Dining table	solid wood, very durable and stable When match a fabric-wooden dining chair	3	

### **ANNEX: III RESOURCE REQUIREMENT**

4	Washing machine	Heating: electric, steam, gas, LPG, Voltage: 110, 220, 230, 380, 400, 415V Capacity: 15kg, 20kg, automatic, Manual	5	1:5
5	Dryer machine	Cubic Foot Capacity, Stainless Steel Inner Drum, Adjustable Timer Control, PTC Heating Element	3	1:8
7	Steam Iron	Rated Power: 1700w  Water Tank: 300ml  Power Cord: 8ft	12	1:2
8	Iron board	Board Dimension:48x15 inch, Adjustable Height: 31-35.5 inch, cover 100% cotton Height is adjustable,	12	1:2

9	Cloth Hanger	Plastic ,Coat, pants, different clothes hanger	25	1:1
10	Basket	Plastic, Size: 28 x 40 x 52cm, Weight: 550g (30g) Capacity: 45L	6	1:5
11	Folding table	Assembled size:56*34*23.5(cm) Folded, size:56*34*3.5(cm)	3	1:8

## ANNEX: IV RESOURCE REQUIREMENT

4	Micro wave	220~240V~ 50Hz, 2000W, 45 liters, 4 stages switch heating selection: Off/Upper heating/Lower heating/Upper & Lower heating	2	1:12
5	First aid kit	First aid guidance: 1-piece PE tape: 1-piece Conforming bandages: 2 pieces Latex examination gloves: 1 pair First aid dressing: 2 pieces Scissor: 1-piece Triangular bandage: 1-piece Safety pins Emergency blanket: golden/silver, Alcohol pads Iodine pads, Box size: 29 x 18 x 12cm	1	1:25
6	Food shelf /store/	Standard	1	1:25

## ANNEX: V RESOURCE REQUIREMENT

5	First aid kit	First aid guidance: 1-piece PE tape: 1-piece Conforming bandages: 2 pieces Latex examination gloves: 1 pair First aid dressing: 2 pieces Scissor: 1-piece Triangular bandage: 1-piece Safety pins Emergency blanket: golden/silver, Alcohol pads Iodine pads, Box size: 29 x 18 x 12cm	1	1:25
6	Food shelf /store/	Standard	1	1:25
7	Boiler	Standard	1	1:25
8	Mixer /grinder	Standard	1	1:25
9	Kitchen utensils	Standard	1	1:25
10	Frying equipment/tifalee/	Standard	1	1:25
12	Chopping board	easy hanging and handling, size: 20x28x2cm	5	1:5
13	Blender /food processor/	Standard	3	1:9
14	Measuring cup	Materials: plastic, silicone, Capacity: 200ml/400ml/900ml	1 set	1:5
15	Bowels	Standard	6	1:5
16	Colander	Standard	3	1:9
17	Grater	Standard	2	1:13
18	Frying pans	Handle: SS hollow long handle	5	1:5

19	Meat slicers	Standard	1	1:25
20	Whisks	Standard	5	1:5
20	Kitchen tongs	Standard	5	1:5
21	Hand mixer	Standard	3	1:9
22	Cookies cutter	Standard	1 set	1:5
23	Potato ricer	Standard	2	1:13
24	Zester	Standard	1	1:25
25	Pastry bag	Standard	3	1:8
26	Can opener	Standard	3	1:8
27	Mixing bowls	Standard	5	1:5
28	Grill	Standard	3	1:8
29	Toaster	standard	1	1:25
30	Coffee making	standard	1	1:25
31	Measuring scales (digital)	standard	2	1:13
32	Measuring spoon	standard	1set	1:5

#### **ANNEX: RESOURCE REQUIREMENT**



**LSA DWR2 09 0419****Serving food and beverage**

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Learner)
<b>A.</b>	<b>Learning Materials</b>			
1.	TTLM	Prepared by trainer	25	1:1
2.	Textbooks			
3.	Reference Books			
3.1	Food and beverage service	JOHAN Cousins, Dennis sep 26 2014,9 <sup>th</sup> edition	3	1:8
3.1	Food and beverage laws	Dr.jag Mohan	3	1:8
3.2	Restaurants, Clubs &bars	red Lawson 2nd edition	5	1:5
3.4	Food &beverage management	FredLawson3rd edition	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1.	Lecture Room	6mx9m	1	1:25
2.	Library			1:30
<b>C.</b>	<b>Consumable Materials</b>			
1.	Paper	A4		1:5
2.	pen	plastic ball pen, refill	25	1:1
3.	Log book/thermo chart/	Standard	1	1:25
4.	Hair cap/heat resistance glove	Standard	30	1:1
5.	apron/gown/sponge	Standard	3	
6.	Hand towel	Standard	5	1:5
7.	Plastic and aluminum follies	Standard	30	1:5
8.	Towel and wrapping film plastic	Standard	3	1:8

9.	Hand Soap(liquid)	Standard	2	1:12
<b>D.</b>	<b>Tools and Equipment's</b>			
1	Laptop	Ram 2, hard disk 500 GB,14 inch, cori-7	1	1:25
2	LCD projector	SD cards, HDMI, VGA and AV compatibility	1	1:25
3	refrigerator	Auto-Defrost , Thermoelectric, No noise Plastic, Electricity,300L	2	1:12

4	First aid kit	First aid guidance: 1-piece PE tape: 1-piece Conforming bandages: 2 pieces Latex examination gloves: 1 pair First aid dressing: 2 pieces Scissor: 1-piece Triangular bandage: 1-piece Safety pins Emergency blanket: golden/silver, Alcohol pads Iodine pads, Box size: 29 x 18 x 12cm	1	1:25
5	Micro wave	220~240V~ 50Hz, 2000W, 45 liters, 4 stages switch heating selection: Off/Upper heating/Lower heating/Upper & Lower heating	2	1:12
6	Food shelf /store/	Standard	1	1:25
7	Boiling water	Standard	2	1:12
8	Mixer /blender	Standard	5	1:5
9	Kitchen equipment	Standard	6	1:5

10	Deep Frying equipment/"tifalee/"	Standard	1	1:25
11	Grill	Standard	1	1:25
12	Table cloth	Standard	5	1:5
13	Napkin	Standard	10	1:3
14	Nephron	Standard	5	1:5
15	Condiment /crust	Standard	5	1:5
16	Service tray	Standard	5	1:5
17	Cutlery	Main dish knife, salad fork, dessert fork, spoon, knife. fish knife, fork, soup spoon	10	1:3
18	Glasses	Water, white, red wine glass	10	1:3
19	Plate	Different size	10	1:3

**Table 32 Domestic help For level II**

## **ANNEX: VI RESOURCE REQUIREMENT**

4	Trolley	containing trash bin, mop bucket or upright vacuum cleaner, Three organizing shelves	2	1:13
5	Hand Sweeper floor(manual)	Plastic	5	1:5
6	Magic cleaning mop flat plastic	Standard	5	1:5
7	Refrigerator	Auto-Defrost , Thermoelectric, No noise Plastic, Electricity,300L	2	1:12
8	Oven/stove	Dimensions: 600 x 525 x 590mm  With programmable digital timer  Capacity: 60L, Power: 1985W  6-cooking function, Multifunction with fan assisted, Advanced ventilation system, Easily clean enameled cooking chamber	2	1:12
9	Micro wave	220~240V~ 50Hz, 2000W, 45 liters, 4 stages switch heating selection: Off/Upper heating/Lower heating/Upper & Lower heating	2	1:12
10	Water boiler		2	1:12
11	Chopping board with color code	easy hanging and handling, size: 20x28x2cm	5	1:5
12	Mixer blinder	plastic, stainless steel, Blade length: 2.5cm, Rated power: 300W, Heating power: 800W	5	1:5
13	Plates	Sizes: 25x12cm	set	1:6
14	Cutleries	Knife: 170mm, 3.7g  Fork: 155mm, 4.1g  Tea spoon: 155mm, 3.4g  Soup spoon: 142mm, 4.1g	set	1:6
15	Glass gobblers	Water glass, red wine, white wine	set	1:6
16	Thermos	Voltage: 12/24V DC, Power: 100/200W  Capacity: 450CC	3	1:8

17	Kitchen cabinet	Standard Condition: new Door finish: PVC-Wrap Packing: assembly packing/KD packing all available Table material: N/A Style: U style Color: white Handle: M307/A214	1	1:25
18	Water dispenser	Sensors to avoid overheating  Hot and cold tanks  Eco-friendly technology	2	1:13

5	First aid kit	First aid guidance: 1-piece  PE tape: 1-piece  Conforming bandages: 2 pieces  Latex examination gloves: 1 pair  First aid dressing: 2 pieces  Scissor: 1-piece  Triangular bandage: 1-piece  Safety pins  Emergency blanket: golden/silver, Alcohol pads  Iodine pads, Box size: 29 x 18 x 12cm	1	1:25
6	Food shelf /store/	Standard	1	1:25
7	Boiler	Standard	1	1:25



8	Mixer /grinder	Standard	1	1:25
9	Kitchen utensils	Standard	1	1:25
10	Frying equipment/tifalee/	Standard	1	1:25
12	Chopping board	easy hanging and handling, size: 20x28x2cm	5	1:5
13	Blender /food processor/	Standard	3	1:9
14	Measuring cup	Materials: plastic, silicone, Capacity: 200ml/400ml/900ml	1 set	1:5
15	Bowels	Standard	6	1:5
16	Colander	Standard	3	1:9
17	Grater	Standard	2	1:13
18	Frying pans	Handle: SS hollow long handle	5	1:5
19	Meat slicers	Standard	1	1:25
20	Whisks	Standard	5	1:5
20	Kitchen tongs	Standard	5	1:5
21	Hand mixer	Standard	3	1:9
22	Cookies cutter	Standard	1 set	1:5
23	Potato ricer	Standard	2	1:13
24	Zester	Standard	1	1:25
25	Pastry bag	Standard	3	1:8
26	Can opener	Standard	3	1:8
27	Mixing bowls	Standard	5	1:5
28	Grill	Standard	3	1:8
29	Toaster	Standard	1	1:25
30	Coffee making	Standard	1	1:25
31	Measuring scales (digital)	Standard	2	1:13
32	Measuring spoon	Standard	1set	1:5

5	First aid kit	First aid guidance: 1-piece PE tape: 1-piece Conforming bandages: 2 pieces Latex examination gloves: 1 pair First aid dressing: 2 pieces Scissor: 1-piece Triangular bandage: 1-piece Safety pins Emergency blanket: golden/silver, Alcohol pads Iodine pads, Box size: 29 x 18 x 12cm	1	1:25
6	Food shelf /store/	Standard	1	1:25
7	Boiler	Standard	1	1:25
8	Mixer /grinder	Standard	1	1:25
9	Kitchen utensils	Standard	1	1:25
10	Frying equipment/tifalee/	Standard	1	1:25
12	Chopping board	easy hanging and handling, size: 20x28x2cm	5	1:5
13	Blender /food processor/	Standard	3	1:9
14	Measuring cup	Materials: plastic, silicone, Capacity: 200ml/400ml/900ml	1 set	1:5
15	Bowels	Standard	6	1:5
16	Colander	Standard	3	1:9
17	Grater	Standard	2	1:13
18	Frying pans	Handle: SS hollow long handle	5	1:5
19	Meat slicers	Standard	1	1:25

20	Whisks	Standard	5	1:5
20	Kitchen tongs	Standard	5	1:5
21	Hand mixer	Standard	3	1:9
22	Cookies cutter	Standard	1 set	1:5
23	Potato ricer	Standard	2	1:13
24	Zester	Standard	1	1:25
25	Pastry bag	Standard	3	1:8
26	Can opener	Standard	3	1:8
27	Mixing bowls	Standard	5	1:5
28	Grill	Standard	3	1:8
29	Toaster	Standard	1	1:25
30	Coffee making	Standard	1	1:25
31	Measuring scales (digital)	Standard	2	1:13
32	Measuring spoon	Standard	1set	1:5

**Table 33** Summary of Tools, Equipment and Materials for Domestic Help

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b>Learning Materials</b>			
1.	TTLM	Household Services and Management		
2.	Textbooks	<ul style="list-style-type: none"> <li>• Mobilizing action for the Protection of Domestic Workers from Forced Labor and Trafficking in : The Ethiopian Component</li> <li>• Team Building</li> <li>• Textbooks on Home Management</li> </ul>		

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
		<ul style="list-style-type: none"> <li>• Self Management</li> <li>• Handling Difficult Behavior</li> <li>• Food &amp; Beverage Servicing</li> <li>• Home Management</li> <li>• Household Works</li> <li>• Pet care</li> <li>• Self Defense</li> <li>• First Aid</li> <li>• Pet care</li> </ul>		
3.	Manual	<ul style="list-style-type: none"> <li>• Basic Home Management; Laundry and Ironing Procedures and techniques</li> <li>• English / language of country of destination; Communication Skills</li> <li>• Personal development – social aspect</li> </ul>		
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></b>			
1.	Lecture Room	7x10m		
2.	Library	Standard size		
3.	Living room showcase	Standard size		
4.	Dining room showcase	Standard size		
5.	Kitchen showcase	Standard size		
6.	Laundry room	Standard size		
7.	Ironing room	Standard size		
8.	Clothes Shelves / cabinets			
9.	Storage / stock room	Standard size		
10.	Pet House	Standard size		
<b>C.</b>	<b><i>Consumable Materials</i></b>			
1.	Water			
2.	Water hose			
3.	Brush			
4.	Scrubbing foam			
5.	Cleaning solutions			

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
6.	Toilet bowl swabs			
7.	Toilet disinfectants			
8.	Lysol			
9.	Drop sheets / rubber mats			
10.	Sanitizing agents			
11.	Air freshener			
12.	Lint free cleaning cloths			
13.	Small towels			
14.	Solvents			
15.	Garbage bags			
16.	Scouring pads			
17.	Uniform			
18.	Cleaning clothes			
19.	Disinfectant			
20.	Bath soap/shampoo/conditioner			
21.	Roll on			
22.	Deodorizer			
23.	Toiletries			
24.	Tissue			
25.	Soap			
26.	Flower vase w/ flowers			
27.	Garbage/waste bin with liner			
28.	Creamer			
29.	Salt			



Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
30.	Margarine			
31.	Gloves			
32.	Hair net			
33.	Apron			
34.	Dust mask			
35.	Bleaching agent			
36.	Assorted clothes, linen and fabrics			
37.	Soiled/defective clothes			
38.	Fabric softener			
39.	Chlorine bleach			
40.	Acid cleaners			
41.	Alkali cleaners			
42.	Chlorine bleach			
43.	All-purpose detergent			
44.	Spices			
45.	Meat			
46.	Seafood			
47.	Poultry			
48.	Vegetables			
49.	Microwave Wrap			
50.	Cling Wrap			
51.	Seasonings			
52.	Bottle			
53.	Water			

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
54.	Leavening agent			
55.	Wax paper			
56.	Pet grooming Kit			
57.	Pet paraphernalia			
58.	Plastic Wrap			
59.	Aluminum Foil			
60.	Cooking oil			
61.	Uniform			
62.	Writing materials			
63.	CD			
64.	Cartolina	Standard size, assorted colors		
65.	Marking pen	Permanent; assorted colors		
66.	Spine boards, poles and blankets			
67.	Bandages	Triangular and elastic		
68.	Medicines			
<b>D.</b>	<b><i>Tools and Equipment</i></b>			
1.	Vacuum cleaner			
2.	Floor polisher			
3.	Shelves			
4.	Cabinets			
5.	Tables			
6.	Sofa			
7.	Dustpan			
8.	Scrubbing broom			

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
9.	Dish sponge			
10	Floor mops			
11.	Squeegee			
12.	Spray bottles			
13.	Anti static dusters			
14.	Damp cloth			
15.	Cob webbers			
16.	Cleaning rugs			
17.	Gloves (rubber)			
18.	Apron			
19.	Drop sheets/rubber mats			
31.	Handy brush			
32.	Dust pan			
33.	Bed			
34.	Table			
35.	Chair			
36.	Mirror			
37.	Lamp shade			
38.	Dresser			
39.	Pillows			
40.	Pillow case			
41.	Bed sheets			
42.	Blankets			
43.	Trash can/garbage bin			

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
44.	Ashtray			
45.	Shower			
46.	Lavatory			
47.	Bath tub			
48.	Toilet Bowl			
49.	Shower Curtains			
50.	Floor mops			
51.	Soap dish			
52.	Ladder	"A" frame		
53.	Range	Gas and electric		
54.	Refrigerator			
55.	Microwave oven			
56.	Toaster			
57.	Coffee maker			
58.	Water dispenser			
59.	Electric dish washer			
60.	Cleaning materials			
61.	Table and chairs			
62.	Table linens			
63.	Table appointments			
64.	Table napkins			
65.	Teaspoon			
66.	Condiment			
67.	Water goblet			

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
68.	Sugar bowl/ creamer			
69.	Flower base with flowers			
70.	Ashtray			
71.	Tray			
72.	Glass wares/ beverage wares			
73.	Salt and pepper			
74.	Pitcher			
75.	Coaster			
76.	Flat wares/silverwares			
77.	Chinaware			
78.	Ice bucket w/ tong			
79.	Napkin holder			
80.	Crusts			
81.	Dessert spoon			
82.	Wine glass			
83.	Tooth pick holder			
84.	Dinner knife, pork spoon			
85.	Dessert spoon bread plate			
86.	Butter knife			
87.	Coffee knife, saver			
88.	Salad fork			
89.	Goblets			
90.	Hollowware			
91.	Table cloth			

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
92.	Clothes rack			
93.	Laundry bag			
94.	Laundry basket			
95.	Sewing kit			
96.	Washers			
97.	Dryers			
98.	Brush			
99.	Wash board			
100.	Basin			
101.	Pail			
102.	Dipper			
103.	Laundry brush			
104.	Basin			
105.	Pails			
106.	Hangers			
107.	Clothes clips			
108.	Clothes line			
109.	Irons			
110.	Ironing board			
111.	Steam pressers			
112.	Sorting baskets			
113.	Floor mops			
114.	Dust pan			
115.	Broom			



Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
116.	Sorting baskets/shelves			
117.	Measuring and weighing utensils			
118.	Cooking tools			
119.	Cooking implements			
120.	Stove/range			
121.	Oven			
122.	Chiller			
123.	Freezer			
124.	Cutting tools			
125.	Steamer			
126.	Chopping board			
127.	Knives	Electric and manual		
128.	Blender			
129.	Toaster			
130.	Strainer			
131.	Colander			
132.	Pots and pans			
133.	Platters			
134.	Tray			
135.	Food processor			
136.	Spatula			
137.	Stirring spoon			
138.	Sauce dish			
139.	Baking pans			

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
140.	Mixing Bowls			
141.	Squeezer			
142.	Filler			
143.	Grater			
144.	Wooden Ladle			
145.	Spatula			
146.	Microwave oven			
147.	Tong			
148.	Refrigerator			
149.	Containers	Glass and plastic		
150.	Storage rack			
151.	Plates			
152.	Hair net			
153.	Apron			
154.	Grills			
155.	Tilting skillets			
156.	Rice cooker			
157.	Coffee maker			
158.	Dish washer			
159.	Electric opener			
160.	Broiler			
161.	Meat chopper / grinder			
162.	Computer with Printer			
163.	Scanner			

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
164.	Communication equipment			
165.	Photocopier			
166.	First aid kit			
167.	Dummies	For CPR - child and adult		
168.	Vital sign kit			
169.	Splints			
170.	Medicine glass & tray			
171.	Video/tapes	on emergency procedure		
172.	Dummies	For CPR - child and adult		

# **Chapter Two**

## **Care Giving level II**

**New curriculum 2019**

### 1.1. TVET-Program Learning Outcomes

The expected outputs of this program are the acquisition and implementation of the following units of competence

- LSA CRG2 01 0419** Work in a socially and culturally diverse workplace
- LSA CRG2 02 0419** Maintain health, safety and security in a domestic work environment
- LSA CRG2 03 0419** Use Arabic language to communicate in a domestic work setting
- LSA CRG2 04 0419** Use English language to communicate in a domestic work setting
- LSA CRG2 05 0419** Apply Basic Financial Literacy
- LSA CRG2 06 0419** Apply Basic Cleaning Principles to Perform Cleaning Tasks
- LSA CRG2 07 0419** **Work Effectively with Families to Provide Care and Support for Infants and Children**
- LSA CRG2 08 0419** Provide Care and Support for Infants and/or Toddlers in a Household Setting
- LSA CRG2 09 0419** Provide Care and Support for Children in a Household
- LSA CRG2 10 0419** Provide Care and Support to Elderly People
- LSA CRG2 11 0419** **Assist Client with Medication**
- LSA CRG2 12 0419** Provide Care for Pets in a Household
- LSA CRG2 13 0419** Provide Care for Plants in a Household
- LSA CRG2 14 0419** Apply Infection Prevention Techniques and Workplace OHS
- LSA CRG2 15 0419** Respond to Emergency and Apply Basic First Aid
- LSA CRG2 16 0419** Practice Career Professionalism
- LSA CRG2 17 0419** Participate in Workplace Communication in a Domestic Work Environment
- LSA CRG2 18 0419** Work in Team Environment in Domestic Setting
- LSA CRG2 19 0419** Develop Business Practice in Domestic Setting
- LSA CRG2 20 0419** Standardize and Sustain 3S

### **1.2. Duration of the TVET-Program**

The Program will have duration of **509 hours** including the on-the-job practice or cooperative training time.

### **1.3. Qualification Level and Certification**

Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is “**Level II**”.

The learner can exit after successfully completing the Modules in one level and will be awarded the equivalent institutional certificate on the level completed. The learner can also exit after completing any one learning module. However, only certificate of attainment or attendance (this is institutional discretion) will be awarded.

### **1.4. Target Groups**

Any citizen who meets the entry requirements under items 1.7 and capable of participating in the learning activities is entitled to take part in the Program.

### **1.7 Entry Requirements**

The prospective participants of this program are required to possess the requirements or directive of the Federal TVET Agency.

### **1.8 Mode of Delivery**

This TVET-Program is characterized as a formal Program on Care Giver. The mode of delivery is co-operative training. The TVET-institution and identified companies have forged an agreement to co-operate with regard to implementation of this program. The time spent by the trainees in the industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with school-based lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.



### 1.9. TVET-Program Structure

Unit of Competence	Module Code & Title	Learning Outcomes	Duration (In Hours)
<a href="#">LSA CRG2 14 0419</a> Apply Infection Prevention Techniques and Workplace OHS	<a href="#">LSA CRG2 M01 0419</a> Applying Infection Prevention Techniques and Workplace OHS	<ul style="list-style-type: none"> <li>Follow standard and additional precautions for infection prevention and control</li> <li>Apply chemical disinfection processes</li> <li>Identify hazards and assess risks</li> <li>Follow procedures to manage risks associated with specific hazards</li> </ul>	32
<a href="#">LSA CRG2 02 0419</a> Maintain health, safety and security in a domestic work environment	<a href="#">LSA CRG2 M02 0419</a> Maintaining health, safety and security in a domestic work environment	<ul style="list-style-type: none"> <li>Plan and prepare for safe work practices</li> <li>Use safe work practices to carry out work</li> <li>Maintain safe work area</li> <li>Ensure personal safety and security</li> </ul>	20

<a href="#"><u>LSA CRG2 06 0419</u></a>	Apply Basic Cleaning Principles to Perform Cleaning Tasks	<a href="#"><u>LSA CRG2 M03 0419</u></a>	Applying Basic Cleaning Principles to Perform Cleaning Tasks	<ul style="list-style-type: none"> <li>• Identify basic cleaning needs in a household environment</li> <li>• Prepare for cleaning</li> <li>• Perform cleaning task</li> <li>• Dispose waste and store cleaning item</li> </ul>	16
<a href="#"><u>LSA CRG2 15 0419</u></a>	Respond to Emergency and Apply Basic First Aid	<a href="#"><u>LSA CRG2 M04 0419</u></a>	Responding to Emergency and Applying Basic First Aid	<ul style="list-style-type: none"> <li>• Assess the situation</li> <li>• Recognize and respond to signs of potential illness</li> <li>• Respond to emergencies and accidents</li> <li>• Apply basic first aid techniques</li> <li>• Administer medication within guidelines</li> <li>• Respond to threats and situations of danger</li> <li>• Communicate details of the incident</li> </ul>	54
<a href="#"><u>LSA CRG2 07 0419</u></a>	Work Effectively with Families to Provide Care and Support for Infants and Children	<a href="#"><u>LSA CRG2 M05 0419</u></a>	Working Effectively with Families to Provide Care and Support for Infants and Children	<ul style="list-style-type: none"> <li>• Establish positive relationship with family members</li> <li>• Discuss responses to challenging behavior</li> <li>• Conduct communication about caring needs and own performance</li> </ul>	16

<a href="#"><u>LSA CRG2 08 0419</u></a>	Provide Care and Support for Infants and/or Toddlers in a Household Setting	<a href="#"><u>LSA CRG2 M06 0419</u></a>	Providing Care and Support for Infants and/or Toddlers in a Household Setting	<ul style="list-style-type: none"> <li>• Identify caring needs of infants and toddlers</li> <li>• Practice daily health and hygiene for infants and toddlers</li> <li>• Bathe and dress infants and/or toddlers</li> <li>• Feed infants and/or toddlers</li> <li>• Ensure a healthy, safe and secure environment for infants and toddlers</li> </ul>	48
<a href="#"><u>LSA CRG2 09 0419</u></a>	Provide Care and Support for Children in a Household	<a href="#"><u>LSA CRG2 M07 0419</u></a>	Providing Care and Support for Children in a Household	<ul style="list-style-type: none"> <li>• Identify caring needs of children</li> <li>• Maintain daily health and hygiene practices</li> <li>• Assist children to bathe and dress</li> <li>• Assist children feeding</li> <li>• Ensure a healthy, safe and secure environment for children</li> </ul>	48
<a href="#"><u>LSA CRG2 10 0419</u></a>	Provide Care and Support to Elderly People	<a href="#"><u>LSA CRG2 M08 0419</u></a>	Providing Care and Support to Elderly People	<ul style="list-style-type: none"> <li>• Confirm personal care and support needs</li> <li>• Provide for the care and support needs of the client</li> <li>• Recognize and record changes in personal care and support need/s of the client</li> </ul>	40

<a href="#"><u>LSA CRG2 11 0419</u></a>	Assist Client with Medication	<a href="#"><u>LSA CRG2 M09 0419</u></a>	Assisting Client with Medication	<ul style="list-style-type: none"> <li>• Prepare to assist to administer medicine</li> <li>• Assist in administering medicine</li> <li>• Dispose and store medicine appropriately</li> </ul>	16
<a href="#"><u>LSA CRG2 12 0419</u></a>	Provide Care for Pets in a Household	<a href="#"><u>LSA CRG2 M10 0419</u></a>	Providing Care for pets in a Household	<ul style="list-style-type: none"> <li>• Confirm caring needs for pets</li> <li>• Clean and bathe pets</li> <li>• Groom pets</li> <li>• Feed pets</li> <li>• Maintain clean, safe and healthy domestic environment for pets</li> </ul>	12
<a href="#"><u>LSA CRG2 13 0419</u></a>	Provide Care for Plants in a Household	<a href="#"><u>LSA CRG2 M11 0419</u></a>	Providing Care for Plants in a Household	<ul style="list-style-type: none"> <li>• Identify care for indoor plants</li> <li>• Provide care for indoor plants in a safe manner</li> </ul>	8
<a href="#"><u>LSA CRG2 03 0419</u></a>	Use Arabic language to communicate in a domestic work setting	<a href="#"><u>LSA CRG2 M12 0419</u></a>	Using Arabic language to communicate in a domestic work setting	<ul style="list-style-type: none"> <li>• Identify the language needed for communication</li> <li>• Use language effectively to communicate in different situations</li> <li>• Use language effectively to communicate in difficult situations</li> </ul>	30

<a href="#"><u>LSA CRG2 04 0419</u></a>	Use English language to communicate in a domestic work setting	<a href="#"><u>LSA CRG2 M13 0419</u></a>	Using English language to communicate in a domestic work setting	<ul style="list-style-type: none"> <li>• Identify the language needed for communication</li> <li>• Use language effectively to communicate in different situations</li> <li>• Use language effectively to communicate in difficult situations</li> </ul>	30
<a href="#"><u>LSA CRG2 01 0419</u></a>	Work in a socially and culturally diverse workplace	<a href="#"><u>LSA CRG2 M14 0419</u></a>	Working in a socially and culturally diverse workplace	<ul style="list-style-type: none"> <li>• Develop awareness of social and cultural differences</li> <li>• Work effectively with people from different cultures</li> </ul>	8
<a href="#"><u>LSA CRG2 16 0419</u></a>	Practice Career Professionalism	<a href="#"><u>LSA CRG2 M15 0419</u></a>	Practicing Career Professionalism	<ul style="list-style-type: none"> <li>• Integrate personal objectives with the organizational goals</li> <li>• Set and meet work priorities</li> <li>• Maintain professional growth and development</li> </ul>	16
<a href="#"><u>LSA CRG2 05 0419</u></a>	Apply basic financial literacy	<a href="#"><u>LSA CRG2 M16 0419</u></a>	Applying basic financial literacy	<ul style="list-style-type: none"> <li>• Identify and develop finances</li> <li>• Save extra income</li> </ul>	10

<a href="#"><u>LSA CRG2 17 0419</u></a>	Participate in Workplace Communication in a Domestic Work Environment	<a href="#"><u>LSA CRG2 M17 0419</u></a>	Participating in Workplace Communication in a Domestic Work Environment	<ul style="list-style-type: none"> <li>• Use effective communication techniques to work effectively in a domestic work setting</li> <li>• Complete work- related documentation and reporting</li> <li>• Use basic negotiation techniques to resolve issues in a domestic work setting</li> </ul>	20
<a href="#"><u>LSA CRG2 18 0419</u></a>	Work in Team Environment in Domestic Setting	<a href="#"><u>LSA CRG2 M18 0419</u></a>	Working in Team Environment in Domestic Setting	<ul style="list-style-type: none"> <li>• Describe team role and scope</li> <li>• Identify own role and responsibility within team</li> <li>• Work as a team member</li> </ul>	15
<a href="#"><u>LSA CRG2 19 0419</u></a>	Develop Business Practice in Domestic Setting	<a href="#"><u>LSA CRG2 M19 0419</u></a>	Developing Business Practice in Domestic Setting	<ul style="list-style-type: none"> <li>• Identify business opportunities and business skills</li> <li>• Plan for the establishment of business operation</li> <li>• Implement business development plan</li> <li>• Review implementation process and take corrective measures</li> <li>• Establish contact with customers and clarify needs of customer</li> <li>• Develop and Maintain Business Relationship</li> </ul>	50



<u>LSA CRG2 20 0419</u>	Standardize and Sustain 3S	<u>LSA CRG2 M20 0419</u>	Standardizing and Sustain 3S	<ul style="list-style-type: none"> <li>• Prepare for work.</li> <li>• Standardize 3S.</li> <li>• Sustain 3S.</li> </ul>	20
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\*The time duration (Hours) indicated for the module should include all activities in and out of the TVET institution.

#### 1.10 Institutional Assessment

Two types of evaluation will be used in determining the extent to which learning outcomes are achieved. The specific learning outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The *formative assessment* is incorporated in the learning modules and form part of the learning process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining learning outcomes. It identifies the specific learning errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

*Summative Evaluation* the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term 'competent or not yet competent'.

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

#### 1.11 TVET Teachers Profile

The teachers conducting this particular TVET Program are **C Level** and have satisfactory practical experiences or equivalent qualifications.

## Apply Basic financial literacy

### Module Title: Applying Basic financial literacy

የመጀመሪያው ካሪኩለም ክብካቤ

Curriculum for

Care giving level -II

Based on

Ethiopian Occupational Standard (EOS)

Level	Code	Course Title	SCHOOL TRAINING Hrs	Cooperative training Hrs	Total Hrs
LEVEL – 2	LSA CRG2 01 0311	Provide Care and Support to Infants and Toddlers	30		30
	LSA CRG2 02 0311	Provide Care and Support to Children	30	20	50
	LSA CRG2 03 0311	Provide Care and Support to People with Special Needs	40	30	70
	LSA CRG2 04 0311	Provide Care and Services to Elderly	150	50	200
	LSA CRG2 05 0311	Foster Physical Development of Children	40	30	70
	LSA CRG2 06 0311	Foster Social, Intellectual, Creative and Emotional Development of Children	35	25	60
	LSA CRG2 07 0311	Clean Living Room, Dining Room, Bedrooms, Toilets, Bathrooms and Kitchen	30		30
	LSA CRG2 08 0311	Wash and Iron Clothes, Linen and Fabric	30		30
	LSA CRG2 09 0311	Prepare Hot and Cold Meals/Food	30		30
	<u>LSA CRG2 10</u> <u>0311</u>	Respond to Emergency and Apply Basic First Aid	32		32
	LSA CRG2 11 0311	Maintain Healthy and Safe Environment	32		32
	LSA CRG2 12 0311	Implement and Monitor Infection Control Policies and Procedures	16		16
	<u>LSA CRG2 13</u> <u>0311</u>	Respond Effectively to Difficult / Challenging Behavior	40	20	60
	LSA CRG2 14 0311	Maintain High Standards of Patient Services	30	30	60

LSA CRG2 15 0311	Practice Occupational Health and Safety Procedures	30	30	60
LSA CRG2 16 0311	Practice Career Professionalism	40	20	60
LSA CRG2 17 0311	Participate in Workplace Communication	34	26	60
LSA CRG2 18 0311	Work in a Team Environment	15	27	42
LSA CRG2 19 1011	Apply Continuous Improvement Processes (Kaizen)	20	40	60
	Civic1	50		50
	KAB	60-100		60-100
	Appropriate international Language	200		200

# Care Giving Level- II

Table 34 CAREGIVING

CAREGIVING NTQF Level II
NTQF Level II
LSA CRG2 01 0311 Provide Care and Support to Infants and Toddlers
LSA CRG2 02 0311 Provide Care and Support to Children
LSA CRG2 03 0311 Provide Care and Support to People with Special Needs
LSA CRG2 04 0311 Provide Care and Services to Elderly
LSA CRG2 05 0311 Foster Physical Development of Children

## CAREGIVING NTQF Level II

LSA CRG2 06 0311 Foster Social, Intellectual, Creative and Emotional Development of Children

LSA CRG2 07 0311 Clean Living Room, Dining Room, Bedrooms, Toilets, Bathrooms and Kitchen

LSA CRG2 08 0311 Wash and Iron Clothes, Linen and Fabric

LSA CRG2 09 0311 Prepare Hot and Cold Meals/Food

LSA CRG2 10 0311 Respond to Emergency and Apply Basic First Aid

LSA CRG2 11 0311 Maintain Healthy and Safe Environment

LSA CRG2 12 0311 Implement and Monitor Infection Control Policies and Procedures

LSA CRG2 13 0311 Respond Effectively to Difficult / Challenging Behavior

LSA CRG2 14 0311 Maintain High Standards of Patient Services

LSA CRG2 15 0311 Practice Occupational Health and Safety Procedures

LSA CRG2 16 0311 Practice Career Professionalism

LSA CRG2 17 0311 Participate in Workplace Communication

LSA CRG2 18 0311 Work in a Team Environment

LSA CRG2 19 1011 Apply Continuous Improvement Processes (Kaizen)

Table 35 በውጭ ሀገርም ሆነ በሀገር ውስጥ በቤት ውስጥ ሥራ እና በክብካቤ ማእከል እንዲሁም በጤና ድርጅት አገልግሎት ለሚሰጡ ሠራተኞች የተዘጋጀ የብቃት አሐዶች

	<u>የብቃት አሐዶች</u>
1	ለጨቅላ ህፃናት ድጋፍና ክብካቤ መስጠት
2	ለህፃናትና ለልጆች ድጋፍና ክብካቤ መስጠት
3	የተለየ ፍላጎት ላላቸው ሰዎች ድጋፍና ክብካቤ መስጠት
4	ለአዛውንቶች ድጋፍና ክብካቤ መስጠት
5	ለድንገተኛ አደጋዎች ምላሽ መስጠትና የመጀመርያ ደረጃ ህክምና መስጠት
6	ኢንፌክሽን ቁጥጥር



# **International benchmarking regulatory requirement Minimum Standards for Tribal Child Care: a Health and Safety**

## **INTRODUCTION**

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (Public Law 104-193) requires that in lieu of any licensing and regulatory requirements applicable under State and local law, the U.S. Department of Health and Human Services shall develop minimum child care standards for Indian Tribes and Tribal Organizations receiving funds under the Child Care and Development Fund (CCDF). The law requires that the standards be developed in consultation with Indian Tribes and Tribal Organizations and appropriately reflect tribal needs and available resources. The Minimum Tribal Child Care Standards were first published in April 2000 after three years of consultation with Tribes, tribal organizations, and tribal childcare programs. To oversee the development of the standards, the Child Care Bureau, U.S. Department of Health and Human Services, convened the Tribal Child Care Standards Advisory Committee that included representatives from tribal child care programs, the Child Care

Bureau, the Indian Health Service, the Maternal and Child Health Bureau, the Head Start Bureau (American Indian Programs Branch), the American Academy of Pediatrics, and other health and child care organizations. In addition, the Child Care Bureau has undertaken several activities to inform and consult with Tribal Leaders, including holding consultative sessions with Tribal Leaders and tribal CCDF programs at ACF's annual American Indian/Alaska Native Child Care Conferences. The Child Care Bureau is reissuing the minimum

standards as a "Health and Safety Guide" for CCDF Tribal Lead Agencies in conjunction with the 2005 Tribal Cluster Trainings, "Supporting the Physical, Social, and Emotional Wellness of Our Tribal Children." These voluntary guidelines represent the baseline from which all programs should operate to ensure that children are cared for in healthy and safe environments and that their basic needs are being met. Many Tribes may currently be exceeding the standards set forth in this document; others may want to use these standards as the starting point for developing their own tribal child care standards. All CCDF Tribal Lead Agencies should note that these guidelines express minimum standards for health and safety in child care and are not intended to supersede any existing federal, state, tribal, or local laws or regulations. Tribal CCDF programs are responsible for knowing the laws and regulations that govern them and the child care programs that they fund through CCDF and for incorporating these laws and regulations into their tribal child care policies, procedures, and standards, as appropriate.

### **International standards on care giving standers**

National Association of Social Workers (2010) older adults in the United States" (p. 241) The aging of the population presents social, economic, and political implications for families, the social work profession, and the global community. Social workers, other professionals, and the public increasingly recognize that advanced age is a time of continued growth and that older adults contribute significantly to their families, communities, and society. At the same time, many individuals face multiple bio-psychosocial challenges as they age: changes in physical and cognitive abilities; barriers to accessing comprehensive, affordable, and high-quality health and mental/behavioral health care; decreased economic security; lack of affordable, accessible housing; increased vulnerability to abuse and exploitation; and loss of meaningful social roles and opportunities to remain engaged in society. These challenges often affect entire families, who struggle to provide physical, emotional, financial, and practical support to their aging members. According to the Institute of Medicine (IOM) (2008), "Family members, friends, and other unpaid caregivers provide the backbone for much of the care that is received by older adults in the United States" (p. 241)—care valued, for the year 2007, at approximately \$375 billion (AARP, 2008). Yet, their role is "often underappreciated" (IOM, p. 263), and many family caregivers support their loved ones at significant cost to their own physical, emotional, and financial well-being (National Alliance for Caregiving, 2009). Numerous studies have indicated that the need for services for older adults, including social work, will increase exponentially as the population ages (IOM, 2008; U.S. Department of Health and Human Services, 2006; Whitaker, Weismiller, & Clark, 2006).

At the same time, strengthening relationships between family caregivers and health care practitioners benefits both caregivers and older adults (IOM). Social workers interact with family caregivers of older adults not only throughout the network of aging services and across the health, mental/behavioral health, and long-term care continuum, but also in diverse settings such

as child welfare agencies, employee assistance programs, faith-based organizations, housing programs, schools, and veterans' service programs. With its strengths-based, person-in-environment perspective, the social work profession is well positioned and trained to advocate for and support family caregivers of older adults (NASW, 2009). These standards are designed to enhance social work practice with family caregivers of older adults and to help the public understand the role of professional social work in supporting family caregivers. Furthermore, although the challenges of caring for an older adult may differ in some ways from those of caring for a younger person living with illness or disability, the standards may also be useful in informing social work practice with families caring for younger people.

During the past decade, consumer advocacy groups, health professional organizations, and government agencies have paid increased attention to the role of family caregivers in supporting older adults and to the needs of family caregivers. As a result, health care professions are focusing on their own ability to train members of their respective disciplines and to contribute to the building of a knowledge base for excellence in gerontology and in supporting family caregivers. Social work is no exception. The Council on Social Work Education (CSWE) developed a guide, *Advanced Gerontological Social Work Practice* (2009), which links gerontological social work competencies to specific practice behaviors, outlined in CSWE's 2008 *Educational Policy and Accreditation Standards* (EPAS) that are common to all social work practice. Knowledge in aging for generalist practice, advanced gerontological social work knowledge and practice behaviors. The guide also identifies course exercises, assignments to measure student attainment of gerontological social work practice behaviors, and research articles providing evidence-based social work practice. Content specific to family caregiving is included in the document. Social workers, nurses, family caregiver advocates, and other experts in family caregiving met in 2008 to identify the knowledge and skills social workers and nurses need to support family caregivers of older adults. This invitational symposium, *State of the Science: Professional Partners Supporting Family Caregivers*, was developed under a grant from the John A. Hartford Foundation to the AARP Foundation. Meeting proceedings were published and widely disseminated in both *The Journal of Social Work*

*Education* (Kelly, Brooks-Danso, & Reinhard, 2008) and *The American Journal of Nursing* (Reinhard, Kelly, and Brooks-Danso, 2008). Building on this foundation, the National Association of Social Workers has developed *Standards for Social Work Practice with Family*

*Caregivers of Older Adults*. The standards reflect core elements of social work practice with, and on behalf of, family caregivers and are targeted toward social workers who address family caregiving

needs in various professional settings. For many social workers, these standards reinforce current practices. For others, they provide objectives to achieve and guidelines to assist in practice.

## **Goals of the Standards**

These standards address family caregiving for older adults as an expanding field of knowledge for social workers. The standards are designed to enhance social workers' awareness of the skills, knowledge, values, methods, and sensitivity needed to work effectively with family caregivers. Ideally, these standards will stimulate the development of clear guidelines, goals, and objectives related to family caregiving and gerontology in social work practice, research, policy, and education. The specific goals of the standards are To inform social workers about family caregiving as an expanding field of social work knowledge

To improve the quality of social work services provided to family caregivers of older adults

To provide a basis for the development of continuing education materials and programs related to family caregiving

To ensure that social work services to family caregivers of older adults are guided by the NASW *Code of Ethics* (2008)

To advocate for family caregivers' right to self-determination, confidentiality, access to supportive services, and appropriate inclusion in decision making affecting older adults

To encourage social workers to participate in the development and refinement of public policy, at the local, state, and federal levels, to support family caregivers of older adults.



Fowler's position

**Fig.1.1 fowler's position**



Supine position

**Fig.1.2 supine position**



Prone position

Fig.1.3 prone position



Lateral position

Fig.1.4 lateral position



Sims position

Fig.1.5sim's position





Fig.1.6 show how to write expiry date on the package of medication



Fig.1.7. Show how to make DAA



Fig 1.8a. Multi – Dose Webster-pak



Fig 1.8b. Webster-pak



Fig .2.1 Tablet medications

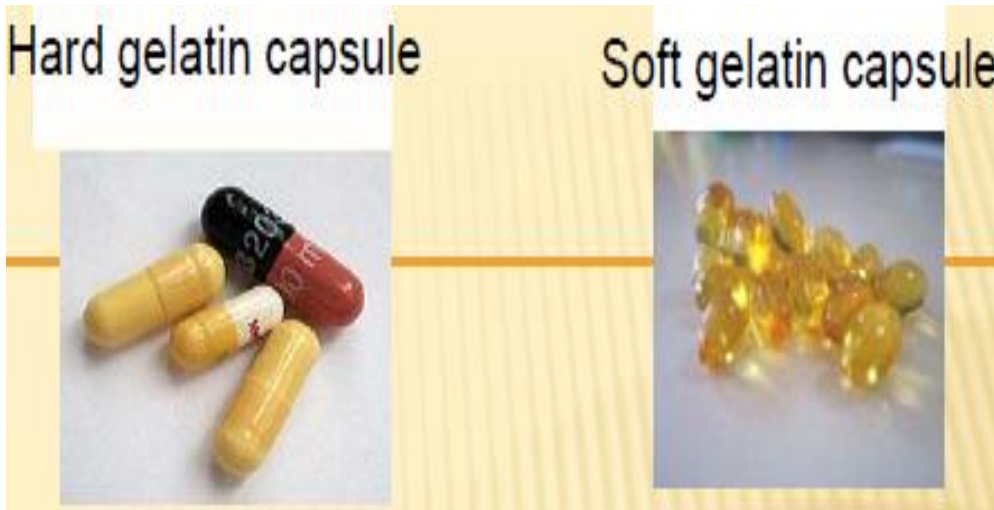


Fig .2.2 Capsule medications



JINHEZO Disposable Gloves, Large, Clear ...  
amazon.com





X-Large Latex Disposable ...  
formed-uk.com



Supertouch Disposable Nitril...



PE Disposable Gloves, Size: Small ...  
indiamart.com

**Fig.3.1 Different type of disposable gloves**

**Fig.3.1 Different type of** *Note that different organizations have different-colored aprons for different tasks – you should always check your workplace's local policy.*



Flat packed disposable apron...  
alexandra.co.uk



Non Woven Disposable Apron at R...  
indiamart.com



Spun Bonded Disposable Apr...



Tyvek Disposable Apron – ...  
shapersupply.com

**Fig.3.2 types of disposable aprons**



Fig.3.3 wearing of disposable face mask



Fig.3.4 alcohol-based hand rubs





Fig14. Steps of hand washing

- The length and curved shape enables access to every body part.



**Fig 1.1. Different types of lotion applicator**





**fig.1.2. types of apron**



**Fig.1.3. Container for dirty spoons/dishes**



**Fig.1.4. Cotton wool/gauze**



**Fig.1. 5 clean disposable glove**



**Fig.1.6.Different types of medication storage/cupboard**



**Fig.1.7.Measuring cups**



**Fig.1.8.Medicine dishes/cups**



**Fig.1.9. different types of Mortar and pestle**



**Fig.1.10. Nebuliser/spacer**



**Fig.1.11. different types Paper towels and tissues**



**Fig.1.12. types of measuring Spoons**



**Fig.1.13. types of Tablet divider**



Fig.1.14. tea towel and tissue wips

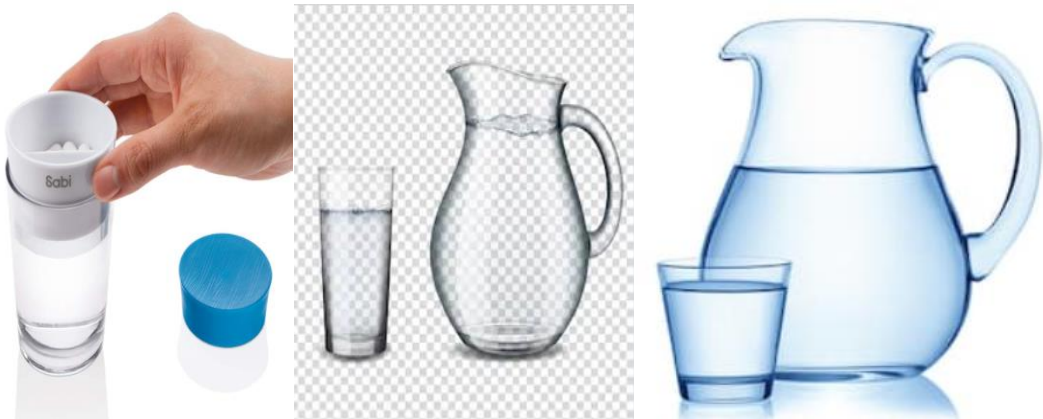


Fig.1.15. water jug and cup

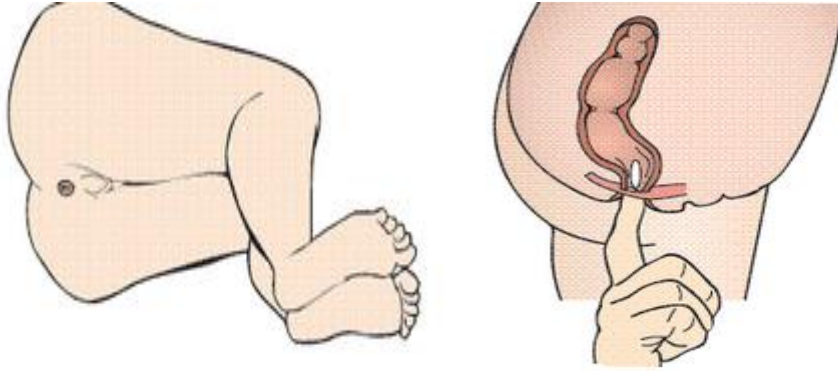


Fig.3.1.oral medication administration

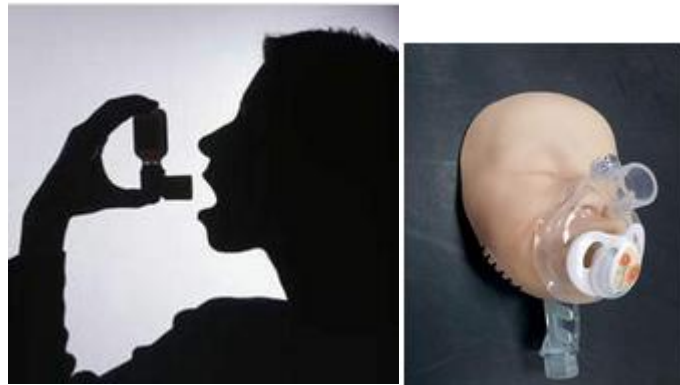




**Fig.3.2.Sublingual medication administration**



**Fig.3.3.rectal medication administration**



**Fig.3.4.inhalation medication administration**



**Fig.3.5.topical medication administration**



**Fig.3.6. ear, eye and nose medication administration**



# SAFE DISPOSAL OF MEDICINES

Safe disposal of medicines is important to ensure the safety of the person handling the waste and to minimize any impact on the environment. The following are steps to dispose your medicines safely and responsibly.

**IDENTIFY** the medicines that need to be thrown away due to **ONE** or more of the following reasons.



- ❌ Expired/Unknown expiry
- ❌ Unknown medicines
- ❌ No longer required
- ❌ Change in appearance (colour, consistency, smell or taste)

**SORT** out the medicines into two categories. Not all medicines can be disposed at home.

**CANNOT** be disposed at home:

- a) Anti-cancer medicines
- b) Antibiotics
- c) Vaccines
- d) Medicines that can be misused as specified in the Misuse of Drugs Act (Singapore)



**CAN** be disposed at home:

**ALL** other medicines that are not listed on the left. **JUST ASK** your pharmacist if you are unsure.



**REMOVE** or blank out any parts on the sticky labels that bear personal data such as name or personal particulars (e.g. NRIC number, address, etc).



Leave the medicine name intact to allow ease of identification when returned to the pharmacy.



All information can be blanked out or the whole label can be removed.

## Techniques of Safe disposal of medicines



Fig 2.2

### i. Write Out Your Budget Each Month

## **Community service undertaken by making Facilitate the Empowerment of People with Disability**

The technique of assessing or facilitate a person with a disability and empower people with disability to deliver rights based services using a person-centered approach. It would carry out in conjunction with individualized plans. In this part member of staff applies as a nurse professionals in varied disability contexts.

Demonstrate commitment empowerment for people with disability changes in the legal, political and social frameworks within which the work are undertaken. Ways society can affect the level of impairment experienced by a person with disability are identified personal values, attitudes are reflected on regarding disability, and their potential impact is acknowledged when working in disability contexts own approaches are developed and adjusted to facilitate empowerment.

Foster human rights the person with disability is assisted to understand their rights.

Deliver services that ensure the rights and needs of the person are upheld in the context of person-centeredness. Ensure the cultural needs of the person are identified, accepted and upheld. Breaches of human rights are identified, responded and reported according to organization procedures. Indications of possible abuse are identified, neglected and reported according to organization procedure. Facilitate choice and self-determination a person-centered approach is used in a manner that acknowledges the person with disability as their own expert. Person-centered options are facilitated for action on relevant issues and discussed with the person and/or family and/or career and/or relevant other. Assistance is provided to the person with disability to facilitate communication of their personal goals.

Person-centered support is provided in a manner that encourages and empowers the person with disability to make their own choices. Strategies are assisted to ensure that the person is comfortable with any decisions that are being made on their behalf. Accessing advocacy services and other complaint mechanisms are assisted, as required.

# **የህጻናትና የአዛውንት እንክብካቤና ጤና አጠባበቅ መሳሪያዎችስዕላዊ መገስጫዎች**



**1. ስዕልየጡጦ ጫፍን በመጫን ውሃውን በቀዳዳው ያስወጡ**



**2. ስዕልደረጃውን የጠበቀ እጅታው የተቆለመመ ከዘራ**



**3. ስዕልከአልሙኒየም የሚሰራና በቁመት ልክ መመቻቸት የሚችል ከዘራ**



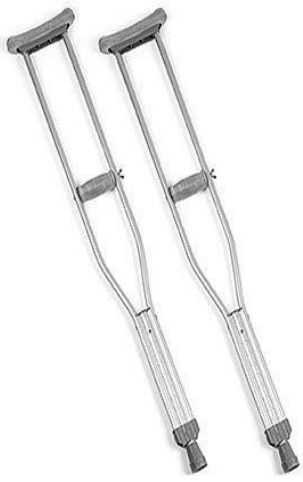
4. ስዕልእጅታው የ "T" ቅርፅ ያለው ከዘራ



5. ስዕልባለአንድ ዘንግ ሆኖ ባለሶስት እግር ከዘራ



6. ስዕልባለአንድ ዘንግ ሆኖ ባለ አራት እግር ከዘራ



**7. ስዕልየታማሚው ብብት ስር የሚገቡ ክራንችች**



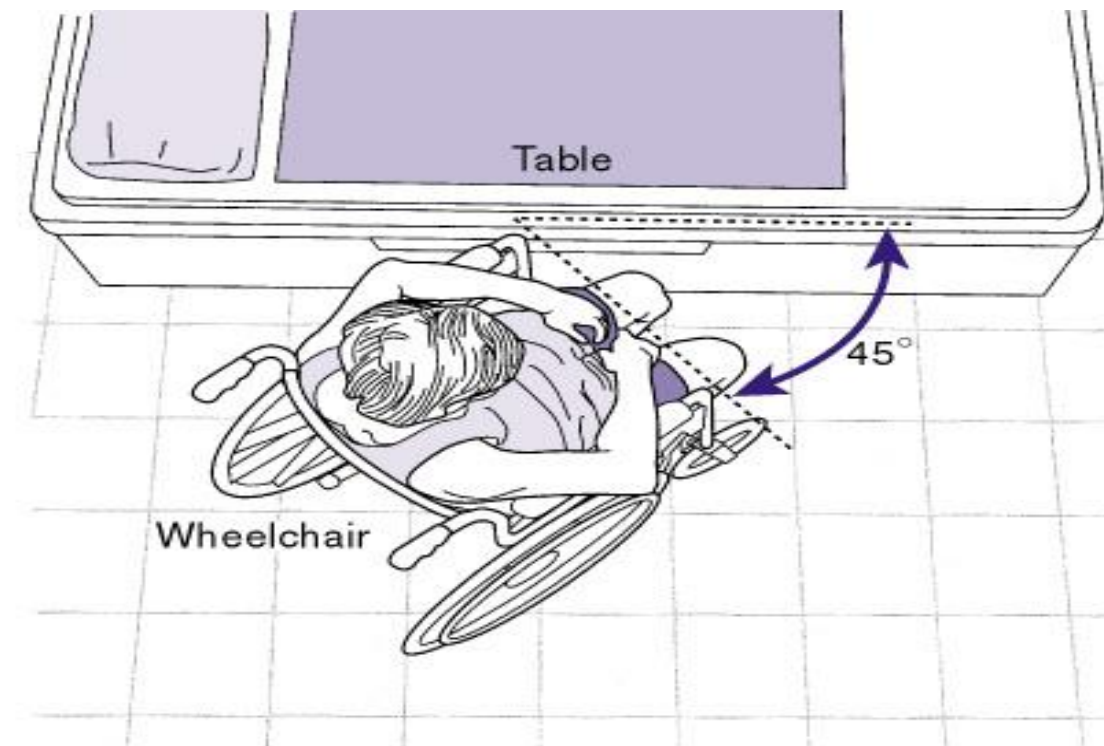
**8. ስዕልየክርን ክራንችች**



9. ስዕልጠፍጣፋ የደረት ክራንች



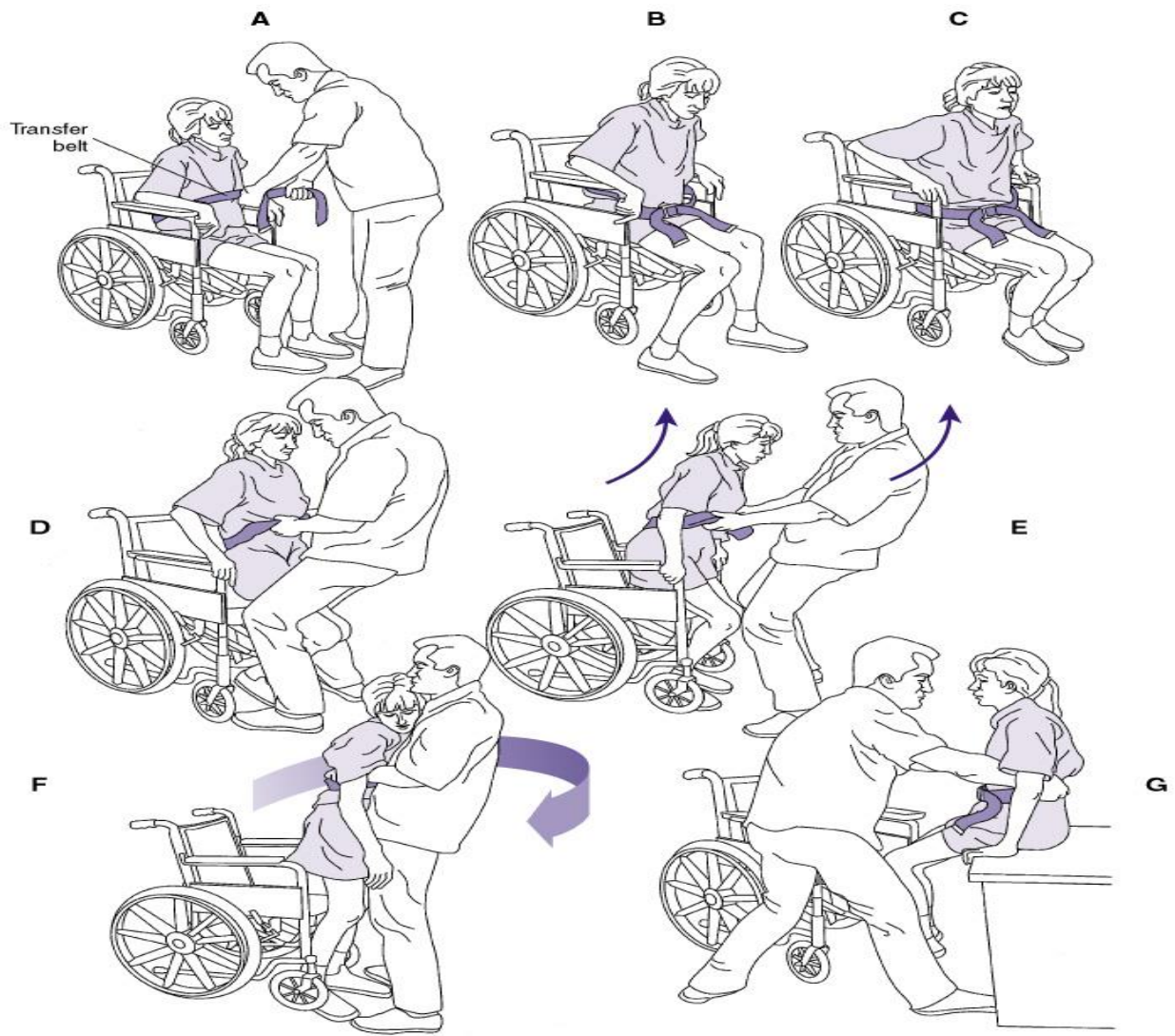
10. ስዕል የመራመጃ መሳርያ



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11. ስዕል በዊል ፔር(ተንቀሳቃሽ ወንበር) ላይ ያሉ ታማሚዎችን ከዊል ፔር ተነስተው አልጋ ላይ እንዲሆኑ መርዳት





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12.ስዕል ታማሚውን ከአልጋ ወደ ዊል ቼር ማዘዋወር



ስዕል1.1: የመጀመሪያ እርዳታ መስጫ ሳፕን

## የግለሰባዊ መከላከያ መሳሪያዎች አይነቶች

### 1. የእጅ ቅንት



### 2. ጋዎን

### 3. የአፍ እና አፍንጫ መሸፈኛ



4. የአይን መከላከያ መነፅር



5. የፊት መከላከያ

#### የእጅ ቅንት አጠላለቅ

- ሁሌም መጀመሪያ ስራ በምንሰራበት አጃችን ላይ መጀመሪያ ቅንት ማጥለቅ አለብን፡  
፡እጃችን በቀዳዳዎቹ በኩል እንዲገቡ ማመቻቸት አለብን፡፡



- ቀጥሎ በሌላኛው እጃችን ላይ ቅንት ማጥለቅ አለብን



### **የእጅ ጓንት አወላለቅ**

- ሁልጊዜም ቢሆን በባዶ አጃችን ጓንቱን መንካት የለብንም :: ስለዚህ ከውጭ ወደ ውስጥ ጓንቱን በመገልበጥ ማውለቅ አለብን::



### **የአፍ እና አፍንጫ መሸፈኛ ፣ የፊት መከላከያ እና የአይን መከላከያ መነፅር**

- እነዚህ ማለባባዊ መከላከያ መሳሪያዎችን መጠቀም ያለብን የምንሰራው ስራ ወደ አይናችንና ፊታችን ደም ወይም ሌላ የሰውነት ፈሳሽ የመረጨት እድል ካለው ይሆናል ::

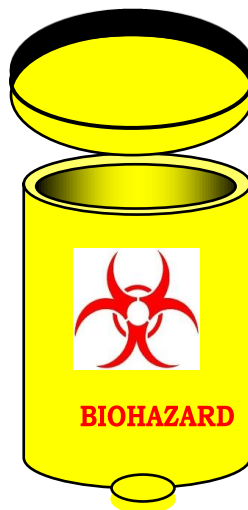
### **ጋዋን**

- ቆዳችንንና እና ሰውነታችንን ከቆሻሻ ለመከላከል ይረዳናል
- ጋዋናችን ቆሻሻ ከነካው ወዲያውኑ መውለቅ አለበት
- ጋዋን ካወለቅን በኋላ እጃችንን መታጠብ አለብን

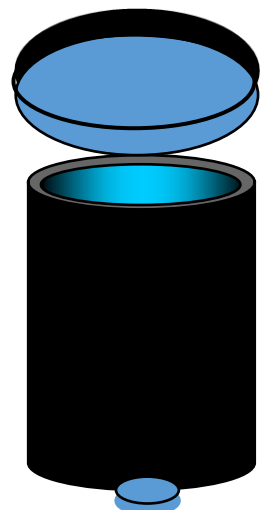
## የጋዋን አለባበስ ቅደም ተከተል



ቆሻሻን ሁልጊዜ ማጠራቀም አለብን



ለያይተን







## Make a Budget

Use this worksheet to see how much money you spend this month. Then, use this month's information to help you plan next month's budget.

Some bills are monthly and some come less often. If you have an expense that does not occur every month, put it in the "Other expenses this month" category.

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

### My income this month

Income	Monthly total
Paychecks (salary after taxes, benefits, and check cashing fees)	\$
Other income (after taxes) for example: child support	\$
<b>Total monthly income</b>	<b>\$ 0.00</b>

### PAY YOURSELF FIRST "PYF"

Income

### My expenses this month

	Expenses	Monthly total
HOUSING	Rent or mortgage	\$
	Renter's insurance or homeowner's insurance	\$
	Utilities (like electricity and gas)	\$
	Internet, cable, and phones	\$
	Other housing expenses (like property taxes)	\$
FOOD	Groceries and household supplies	\$
	Meals out	\$
	Other food expenses	\$
TRANSPORTATION	Public transportation and taxis	\$
	Gas for car	\$
	Parking and tolls	\$
	Car maintenance (like oil changes)	\$
	Car insurance	\$
	Car loan	\$
	Other transportation expenses	\$



## Make a Budget

	Expenses	Monthly total
HEALTH	Medicine	\$
	Health insurance	\$
	Other health expenses (like doctors' appointments and eyeglasses)	\$
PERSONAL AND FAMILY	Child care	\$
	Child support	\$
	Money given or sent to family	\$
	Clothing and shoes	\$
	Laundry	\$
	Donations	\$
	Entertainment (like movies and amusement parks)	\$
FINANCE	Other personal or family expenses (like beauty care)	\$
	Fees for cashier's checks and money transfers	\$
	Prepaid cards and phone cards	\$
	Bank or credit card fees	\$
OTHER	Other fees	\$
	School costs (like supplies, tuition, student loans)	\$
	Other payments (like credit cards and savings)	\$
	Other expenses this month	\$
<b>Total monthly expenses</b>		<b>\$ 0.00</b>

Expenses

$$\begin{array}{ccccccc}
 \$ & 0.00 & - & \$ & 0.00 & = & \$ & 0.00 \\
 \text{Income} & & & \text{Expenses} & & & & 
 \end{array}$$

Maybe your income is more than your expenses. You have money left to save or spend.

Maybe your expenses are more than your income. Look at your budget to find expenses to cut.



**Table 36**Summary of Tools, Equipment and Materials for Caregiving

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b>Learning Materials</b>			
1.	TTLM	Caregiving	25 pcs	1:1
2.	Textbooks	<ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Story books</li> <li>• Speech Difficulty</li> <li>• Sleeping Difficulties</li> <li>• First Aid</li> </ul>		
3.	Reference / Manuals	<ul style="list-style-type: none"> <li>• Relevant nutritional needs according to age level; Organization policies and practices on elderly care;</li> <li>• Standard operating procedures on OHS; OHS Manual</li> <li>• English / language of country of destination;</li> <li>• Video and Audio on language of host country</li> <li>• Communication Skill</li> </ul>		
4.	Publication	Household of country of destination		Tapes / films
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1.	Lecture room	6x6m	1	1:25
2.	Laboratory room (Living room)	7x8m	1	1:25
3.	Laboratory room (Dining room)	7x8m	1	1:25
4.	Laboratory room (Bedroom w/bathroom)			
5.	Laboratory room (Kitchen and dining)			
6.	Indoor and outdoor facilities			
7.	Ironing room	Standard size		
8.	Laundry room	Standard size		
9.	Clothes Shelves / cabinets			
10.	Storage / stock room	Standard size		

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
11.	Pantry	Standard size		
<b>C.</b>	<b>Consumable Materials</b>			
1.	Infants'/toddler's formula			
2.	Diaper/clothes	Small, Medium, Large		3:1
3.	Oral hygiene (tooth brush, tooth paste)			
4.	Art and Paint materials	crayons, pencils, peg boards		
5.	Activity Kit			
6.	Puzzle book/coloring books			
7.	Manuals/books			
8.	Scissors/papers/colors/ paints and brushes			
9.	Construction sets			
10.	Beads to string			
11.	Illustrations/pictures/charts/diagrams of child's development			
12.	Elderly paraphernalia			
13.	Toiletries			
14.	Clothes			
15.	Beddings			
16.	Cleaning materials (detergent soaps, brushes, brooms, mops, rags, squeegee/glass wiper)			
17.	Disinfectants			
18.	Beddings (blankets, draw sheets or disposable draw sheets, cotton draw sheets, pillow, and pillow cases)			
19.	Cleaning implements			
20.	Cleaning solution			
21.	Gloves			
22.	Hair net			

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
23.	Apron			
24.	Dust mask			
25.	Bleaching agent			
26.	Assorted clothes, linen and fabrics			
27.	Soiled/defective clothes			
28.	Fabric softener			
29.	Chlorine bleach			
30.	Acid cleaners			
31.	Alkali cleaners			
32.	Chlorine bleach			
33.	All-purpose detergent			
34.	Spices			
35.	Meat			
36.	Seafood			
37.	Poultry			
38.	Vegetables			
39.	Microwave Wrap			
40.	Cling Wrap			
41.	Seasonings			
42.	Bottle			
43.	Herbs			
44.	Fish s/ soy sauce			
45.	Eggs			
46.	Pasta			
47.	Grains			
48.	Flour			
49.	Condiments			
50.	Garnishes			

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
51.	Fruits			
52.	Milk			
53.	Butter			
54.	Mayonnaise			
55.	Yogurt			
56.	Cornstarch			
57.	Sugar			
58.	Salt			
59.	Cheese			
60.	Vinegar			
61.	Sesame seeds			
62.	Flavorings			
63.	Water			
64.	Leavening agent			
65.	Wax paper			
66.	Shortening			
67.	Mayonnaise			
68.	Plastic Wrap			
69.	Aluminum Foil			
70.	Cooking oil			
71.	Writing materials			
72.	Infection control materials and supplies			
73.	CD			
74.	Cartolina	Standard size, assorted colors		
75.	Marking pen	Permanent; assorted colors		
<b>D.</b>	<b>Tools and Equipment</b>			
1.	Infants crib/bed/toddler bed		5pcs	1:5
2.	Blanket/comforters		5pcs	1:5

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
3.	Infant Carrier		5pcs	
4.	Stroller		5pcs	1:5
5.	Infant/Baby dummy		25 pcs	1:1
6.	Bathing paraphernalia	(baby bath tub, baby toiletries, towel, etc)		
7.	Thermometer/tray			
8.	Bathing toys			
9.	Baby's layette			
10.	Child dummy			
11.	Feeding bottles with cap, ring and nipple			
12.	Sterilizer			
13.	Bibs/burping cloth			
14.	High chair			
15.	Eating paraphernalia			
16.	Bathing paraphernalia	(bath tub, toiletries, towel, etc)		
17.	Grooming kit			
18.	Thermometer/tray			
19.	Feeding utensils			
20.	Bibs			
21.	High Chair/booster seat			
22.	Audio-visual equipment	radio, CD/DVD Player and TV		
23.	Cradle toys			
24.	Objects to explore by mouth			
25.	Rattles, toys poke, squeeze and push along			
26.	Exercise kits			
27.	Commode			
28.	Handrails, parallel bars			
29.	Crutches			



Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
30.	Walker/cane and other assistive devices			
31.	Wheel chair			
32.	Feeding utensils			
33.	Vacuum cleaner			
34.	Beds	hospital bed -type		
35.	Dummies (baby and toddler)	For CPR		
36.	Covers on electrical socket			
37.	Brooms			
38.	Dust Pan and brush			
39.	Vacuum Cleaner			
40.	Floor carper			
41.	Water hoses			
42.	Bucket			
43.	Cleaning rag			
44.	Flat sheets, fitted sheets			
45.	Pillow, pillow case			
46.	Bed with mattress			
47.	Living room furniture and ornament			
48.	Floor mops			
49.	Rubber spatula			
50.	Adult dummy	For CPR		
51.	Sorting baskets/shelves			
52.	Clothes rack			
53.	Laundry bag			
54.	Laundry basket			
55.	Sewing kit			
56.	Washers			
57.	Dryers			

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
58.	Brush			
59.	Wash board			
60.	Basin			
61.	Pail			
62.	Dipper			
13.	Laundry brush			
64.	Basin			
65.	Pails			
66.	Hangers			
67.	Clothes clips			
68.	Clothes line			
69.	Irons			
70.	Ironing board			
71.	Steam pressers			
72.	Sorting baskets			
73.	Floor mops			
74.	Dust pan			
75.	Broom			
76.	Measuring and weighing utensils			
77.	Cooking tools			
78.	Cooking implements			
79.	Stove/range			
80.	Oven			
81.	Chiller			
82.	Freezer			
83.	Cutting tools			
84.	Steamer/ bain mare			
85.	Chopping board			
86.	Knives	Electric and manual		

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
87.	Blender			
88.	Toaster			
89.	Strainer			
90.	Colander			
91.	Pots and pans			
92.	Platters			
93.	Tray			
94.	Food processor			
95.	Spatula			
96.	Stirring spoon			
97.	Sauce dish			
98.	Baking pans			
99.	Mixing Bowls			
100.	Squeezer			
101.	Filler			
102.	Grater			
103.	Wooden Ladle			
104.	Spatula			
105.	Microwave oven			
106.	Tong			
107.	Refrigerator			
108.	Containers	Glass and plastic		
109.	Storage rack			
110.	Plates			
111.	Hair net			
112.	Apron			
113.	Grills			
114.	Tilting skillets			
115.	Rice cooker			

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
116.	Coffee maker			
117.	Dish washer			
118.	Electric opener			
119.	Broiler			
120.	Meat chopper / grinder			
121.	Computer			
122.	Printer			
123.	Scanner			
124.	Photocopier			
125.	Fire extinguishers			

## Chapter Three

# HOUSEHOLD SERVICES

# NTQF Level II

February 2020

Table 37 ካሪኩለም የቤት አያያዝ

<b>Curriculum for</b> <b>HOUSEHOLD SERVICES level - II</b>  Based on  Ethiopian Occupational Standard (EOS)		
Unit of Competence	Learning Outcomes	Duration (In Hours)
LSA HHS2 09 0311  Practice Occupational Health and Safety Procedures	<ul style="list-style-type: none"><li>• Work safely</li><li>• Implement workplace safety requirements</li><li>• Participate in OHS consultative processes</li></ul> Follow safety procedures 1. Identify hazards and risks 2. Evaluate hazards and risks 3. Control hazards and risks 4. Maintain OHS awareness <ul style="list-style-type: none"><li>•</li></ul>	30 hrs

LSA HHS2 01 0311  Clean Living Room, Dining Room, Bedrooms, Toilets, Bathrooms and Kitchen	<ul style="list-style-type: none"> <li>• Clean surfaces and floors</li> <li>• Clean furnishing and fixtures</li> <li>• Make up beds and cots</li> <li>• Clean toilet and bathroom</li> <li>• Sanitize rooms</li> <li>• Maintain clean room environment</li> <li>• Clean kitchen</li> </ul>	40 hrs
LSA HHS2 03 0311  Wash and Iron Clothes, Linen and Fabric	<ul style="list-style-type: none"> <li>• home management by providing clean, safe environment. Check and sort clothes, linens and fabrics</li> </ul>	75 hrs
LSA HHS2 02 0311  Provide Food and Beverage Service	<b>providing food and beverage service. It includes preparing dining area, setting up table, serving food and beverage, and clearing table.</b>	75 hrs
LSA HHS2 04 0311  Prepare Hot and Cold Meals/Food	<b>preparing ingredients, cooking, presenting cooked meals and dishes, preparing appetizers, preparing sauces, dressing, garnishes, desserts, salads, sandwiches, storing excess foods and ingredients and converting unconsumed cooked and uncooked food.</b>	200 hrs
LSA HHS 2 05 0311  Maintain Effective Relationship with Employer	<ul style="list-style-type: none"> <li>• building and maintaining an effective relationship with employer and the public.</li> </ul> <ol style="list-style-type: none"> <li>1. Maintain a clean and hygienic environment</li> <li>2. Meet client/customer requirements</li> <li>3. Build credibility with customers/ clients</li> </ol> <ul style="list-style-type: none"> <li>•</li> </ul>	60 hrs
LSA HHS2 07 0311  Work in Team Environment	<p>Identify role and responsibility as a member of a team.</p> <ol style="list-style-type: none"> <li>1. Describe team role and scope</li> <li>2. Identify own role and responsibility within team</li> <li>3. Work as a team member</li> </ol> <ul style="list-style-type: none"> <li>•</li> </ul>	30 hrs
LSA HHS2 08 0311  Participate in Workplace Communication	<ul style="list-style-type: none"> <li>• gather, interpret and convey information in response to workplace requirements.</li> </ul> <ol style="list-style-type: none"> <li>1. Obtain and convey workplace information</li> <li>2. Participate in workplace meetings and discussions</li> <li>3. Complete relevant work related documents</li> </ol> <ul style="list-style-type: none"> <li>•</li> </ul>	30 hrs



LSA HHS2 10 0311  Practice Career Professionalism	<ul style="list-style-type: none"> <li>• promoting career growth and advancement</li> <li>• 1. Integrate personal objectives with the organizational goals</li> <li>• 2. Set and meet work priorities</li> <li>• 3. Maintain professional growth and development</li> </ul>	32 hrs
LSA HHS2 11 1012  Apply Continuous Improvement Processes (Kaizen)	<p>Exercise of good workplace practice and effective participation in quality improvement teams. Personnel are required to ensure the quality and integrity of their own work, detect non-conformances and work with others to suggest improvements in productivity and quality.</p> <ol style="list-style-type: none"> <li>1. Satisfy quality system requirements in daily work</li> <li>2. Analyze opportunities for corrective and/or optimization action</li> <li>3. Recommend corrective and/or optimization actions</li> </ol> <ul style="list-style-type: none"> <li>•</li> </ul>	64 hrs

**Table 38 በመኖሪያ ቤት ውስጥ የሚሰጥ አገልግሎት (Household Service)**

ተራ ቁ.	በመኖሪያ ቤት ውስጥ የሚሰጥ አገልግሎት (Household Service)
1.	ስልጠና የምንሰጥባቸው የብቃት አሐዶች
2.	የሙያ ስነ-ምግባር
3.	የራስን ስራ በዕቅድ መምራት
4.	የስራ ቦታ ግንኙነት

5.	ስራን በቡድን መስራት
6.	የስራ ቦታ ንፅህናን መጠበቅ
7.	የስራ ቦታ አጠቃላይ ደህንነት
8.	የቤት አያያዝ አገልግሎት መስጠት
9.	የልብስ እጥበት አገልግሎት መስጠት
10.	የምግና መጠጥ መስተንግዶ
11.	ቀዝቃዛና ትኩስ ምጋቦች አዘጋጃጀት
12.	ካይዘን

**Table 39 Household Services**

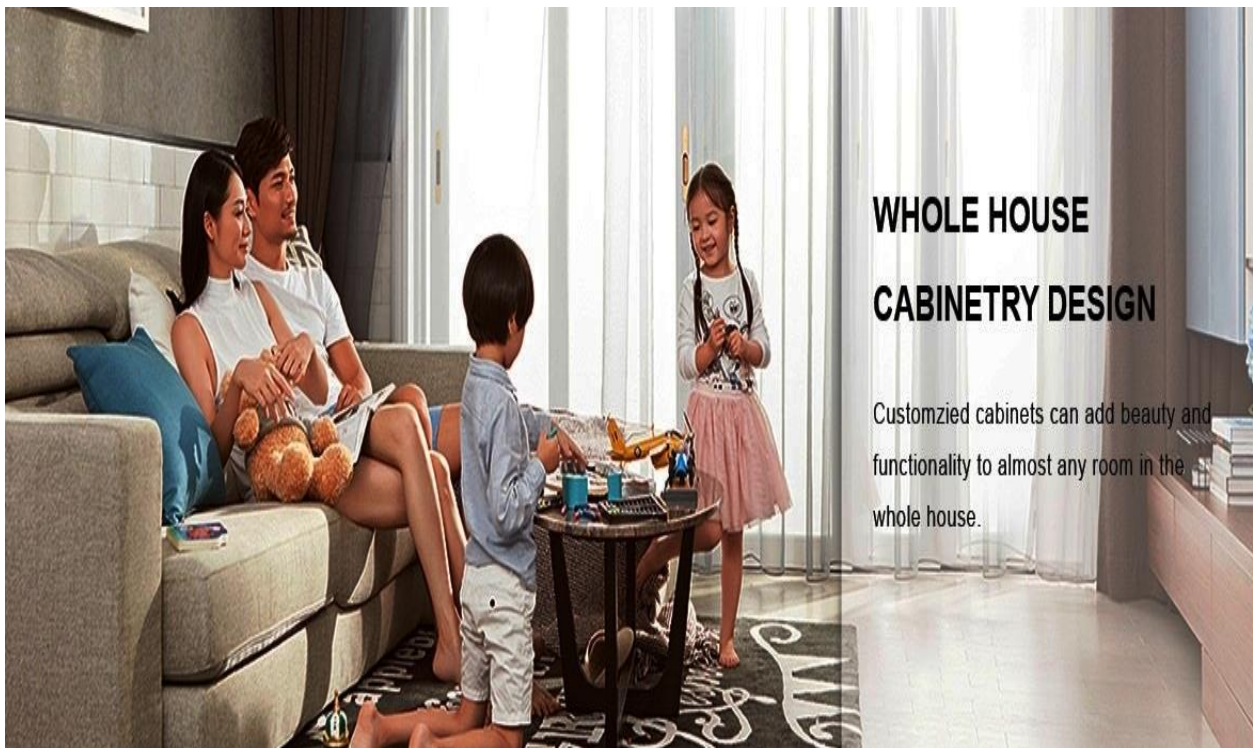
Occupational Standard: Household Services II	
Occupational Code: LSA HHS	
Clean Living Room, Dining Room, Bedrooms, Toilets, Bathrooms and Kitchen	
1	LSA HHS2 02 0311 Provide Food and Beverage Service
2	LSA HHS2 03 0311 Wash and Iron Clothes, Linen and Fabric
3	LSA HHS2 04 0311 Prepare Hot and Cold Meals/Food
4	LSA HHS 2 05 0311 Maintain Effective Relationship with Employer
5	LSA HHS2 06 0311 Manage Own Performance
6	LSA HHS2 07 0311 Work in Team Environment

7	LSA HHS2 08 0311 Participate in Workplace Communication
8	LSA HHS2 09 0311 Practice Occupational Health and Safety Procedures
9	LSA HHS2 10 0311 Practice Career Professionalism
1	Cold and hot dish Food preparation
1	LSA HHS2 11 1012 Apply Continuous Improvement Processes (Kaizen)

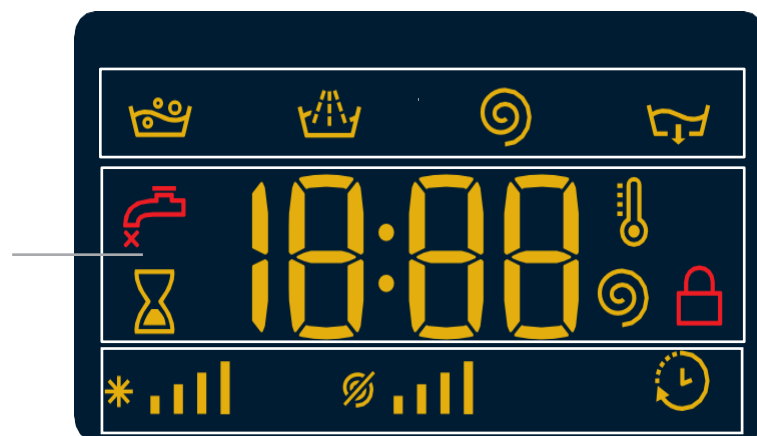




**Washing machine**

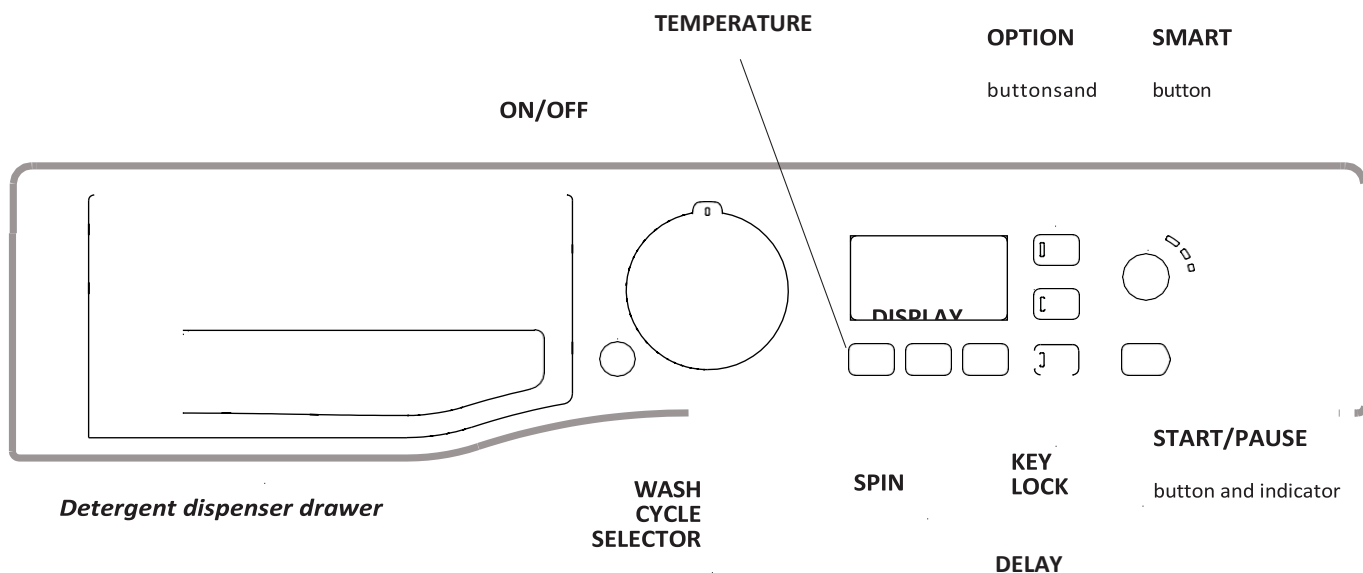


A



The display is useful when programming the machine and provides a great deal of information.





## Description of the washing machine

### Wash cycles and options

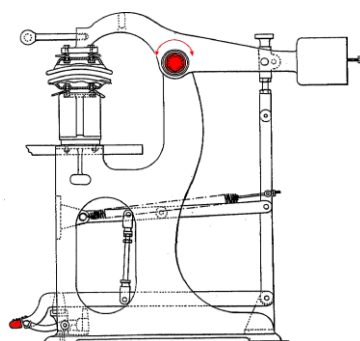
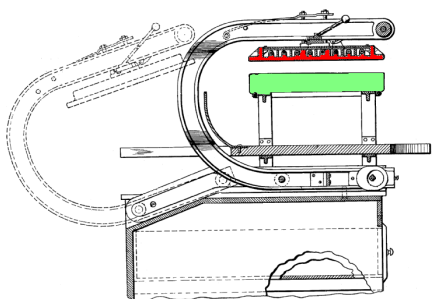
**Table 40** Table of wash cycles

Description of the wash cycle	Ma x. tem p. (°C)	Ma x. spe ed (rpm)	Detergen ts		Max. load (kg)	Residual detergence %	Energy kWh	Total water lt	Cycle duration
			Wash	Fabric softener					
CLEAN Plus									
Anti Stain	40°	1400	<input type="checkbox"/>	<input type="checkbox"/>	5	-	-	-	180'
Whites	60°	1400	<input type="checkbox"/>	<input type="checkbox"/>	5	-	-	-	180'
CottonStandard60°C(1):heavilysoiledwhitesandr esistantcolours.	60° (Max. 90°)	1400	<input type="checkbox"/>	<input type="checkbox"/>	8	53	1.20	55	215'
CottonStandard40°C(2):lightlysoiledresistantand delicatecolours.	40°	1400	<input type="checkbox"/>	<input type="checkbox"/>	8	53	0.87	81	185'
Synthetics: heavily soiled resistant colours.	60°	800	<input type="checkbox"/>	<input type="checkbox"/>	4.5	46	1.03	60	115'
Synthetics (3): lightly soiled resistant colours.	40°	800	<input type="checkbox"/>	<input type="checkbox"/>	4.5	46	0.56	60	100'
SPECIALS									
Anti Allergy Plus	60°	1400	<input type="checkbox"/>	<input type="checkbox"/>	5	-	-	-	195'
Baby	40°	100	<input type="checkbox"/>	<input type="checkbox"/>	5	-	-	-	145'



		0			8	-	-	-	140'
Bed & Bath: washes bathroom laundry and bedlinen.	60°	1400	<input type="checkbox"/>	<input type="checkbox"/>	8	-	-	-	140'
FastWash60': to refresh normal soiled garments quickly (not suitable for wool, silk and clothes which require washing by hand).	60°	1400	<input type="checkbox"/>	<input type="checkbox"/>	3.5	53	0.84	44	60'
FastWash30': to refresh lightly soiled garments quickly (not suitable for wool, silk and clothes which require washing by hand).	30°	800	<input type="checkbox"/>	<input type="checkbox"/>	3	71	0.20	38	30'
<b>EXTRAS</b>									
Cotton Standard 20°C: lightly soiled resistant and delicate colours.	20°	1400	<input type="checkbox"/>	<input type="checkbox"/>	8	-	-	-	175'
Shirts	40°	600	<input type="checkbox"/>	<input type="checkbox"/>	2	-	-	-	80'
Wool: for wool, cashmere, etc.	40°	800	<input type="checkbox"/>	<input type="checkbox"/>	2	-	-	-	85'
Delicates	30°	0	<input type="checkbox"/>	<input type="checkbox"/>	1	-	-	-	80'
<b>Partial cycles</b>									
Rinse	-	1400	-	<input type="checkbox"/>	8	-	-	-	36'
Spin + Pump out	-	1400	-	-	8	-	-	-	10'
Pump out only *	-	OFF	-	-	8	-	-	-	3'

\*If you select programme  and exclude the spin cycle, the machine will drain only.



**Figure 104** *Movable pressing member and a lower fixed pressing member*

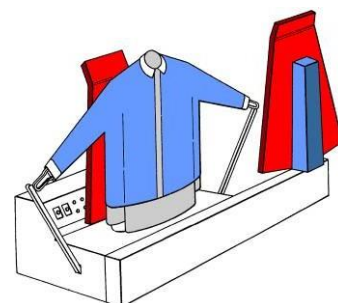
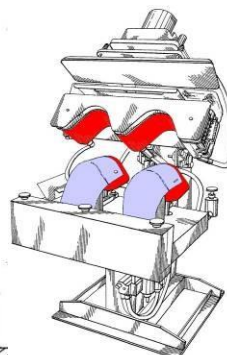
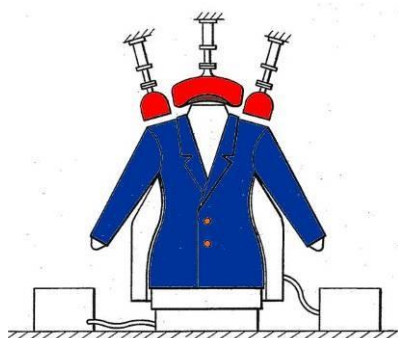
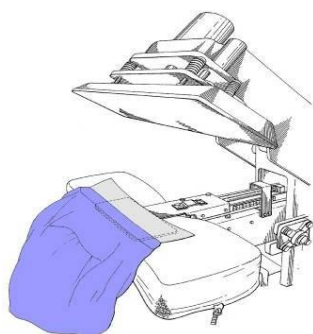


Figure 105 for pressing collars, cuffs, shoulders or necks



### 3. በማሽን የሚታጠቡ

የማሽን እጥበት በሁለት ይከፈላል፡፡እነርሱም

#### 1. ሰም

#### 4. (Dry Cleaning)

##### 1.5 ለልብስ እጥበት የሚያገለግሉ መሣሪያዎች

##### ❖ የማጠቢያ ማሽን (Washing Machine)

##### Figure 106 የማድረቂያ ማሽን (Dryer)



##### ❖ የመጭመቂያ ማሽን (Hydro extraction)

##### ❖ የመተኮሻ መሣሪያ (Pressing equipment)

##### ❖ የማጠፊያ ማሽን(folding machine)

##### ❖ የአንሶላ መተኮሻ(rolling machine)

##### ❖ የእንፋሎት ካውያ(steam iron)

##### 1.6 ለልብስ እጥበት የሚያስፈልጉ ኬሚካሎች (Cleaning agents and Chemicals)

##### ❖ የላውንደሪ ኦፕ

##### ❖ ኢሴክስ

##### ❖ የልብስ ማንጫ

##### ❖ የልብስ ማጠንከሪያ

- ❖ የልብስ ማለስለሻ (Softener)
- ❖ የላውንደሪ ፈሳሽ ሳሙና
- ❖ የላውንደሪ ዱቄት ሳሙና



Figure 107 ለላውንደሪ የምንጠቀምባቸው ኬሚካል ዲተርጀንት





❖  
Figure 108 የእጥበት ማሻኖች

1.7 የልብስ እጥበት ቅደም ተከተል

3) የቆሽሹልብሶችን መሰብሰብ

4) ማጓጓዝ

❖ ቦጋሪ(trolley or cart)

❖ ቸት(chute)

5. ምልክት ማድረግ መለየት(marking and sorting)

❖ ጨርቁ ከምን እንደተሰራ መለየት(fabric type)

❖ ቀለሙን መለየት(colour)

❖ የልብሱን የመቆሸሽ ደረጃ በማየት(degree of solidness)

❖ የተቀደዱ እና ቁልፋቸው የላላ

❖ ቆሻሻው በቀላሉ የማይለቅ(stain)

❖ ልብሱ ላይ ባለው መመሪያ መሰረት(washing instruction)



Figure 109 የልብስ ማጠቢያ ማሻነሬ



**Figure 110 የደረቅ ልብስ እጥበት አገልግሎት መስጫ ማሽን**



**Figure 111 የደረቅ ልብስ እጥበት አገልግሎት መስጫ ማሽን**



**Figure 112 የላውንደር መቆጣጠሪያ ማሳያ (Description of the washing machine)**

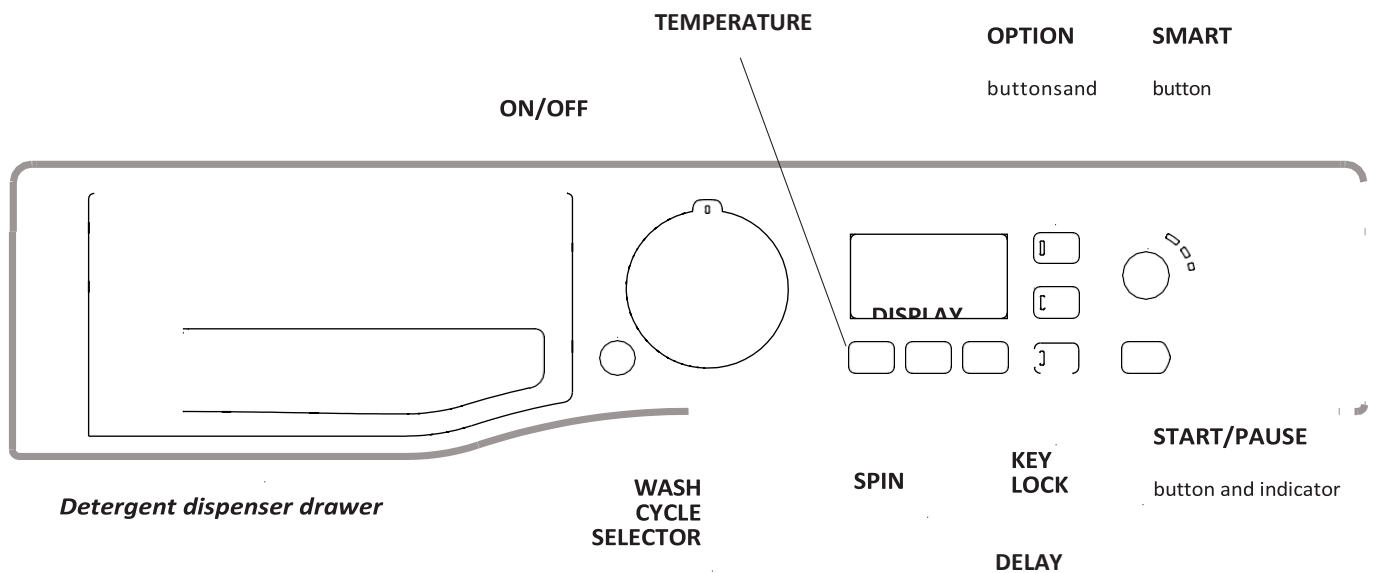


Figure 113 የላውንደሪ መቆጣጠሪያ ማሳያ (Description of the washing machine)

### 6. ማጠቃለያ

- ✓ በልብስ እጥበት ጊዜ የማሽኑን አምራች መመሪያ ሁልጊዜ ማንበብ
- ✓ እጥበቱ የሚፈጀውን ጊዜ ማየት
- ✓ ለእጥበቱ የሚያስፈልገውን የውሃ መቀት መጠን (Temperature) መለየት
- ✓ የምንጠቀመውን ዲተርጀንት ማወቅ ይጠበቅብናል

### 7. ማድረቅ

- ✓ የማድረቂያ ጊዜና መቀቱ እንደልብሶቹ ዓይነት ሊለያዩ ስለሚችሉ ስዓቱንና መቀቱን ማስተካከል ይኖርብናል
- ✓ የማሽኑን አምራች መመሪያውን ማንበብ Dry the clothes. You may hang clothes indoors or outdoors to dry in the air, or use a machine.

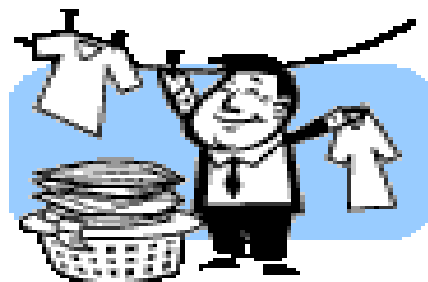






Figure 114 ቀላል የልብስ ማስጫ ዘዴዎች

በቤት ውስጥ ለማድረቅ የምንጠቀምበት የታጠበ የልብስ ማስጫ እና ግብዓት የምናሰጣበት ገመድና ንፋስ ልብሶችን እንዳያነሳ ቆንጥጦ የሚይዝል



Figure 115 የታጠቡ ልብሶችን ማድረቂያ ማሽን (Automatic Dryer)



Figure 116 መተኮስ (IRONING)

When the heated tool is moved back and forth, it is called ironing. When it is placed in a near-stationary position on the fabric, it is called pressing, and this may prevent any stretching of the fabric.

በቅድሚያ መተኮስ የሚችሉትንና የማይችሉትን ልብሱ ላይ ባለው መመሪያ (Reading Labels) እና እንደልብሱ ዓይነት (Fabric Types) በመመልከት መለየት



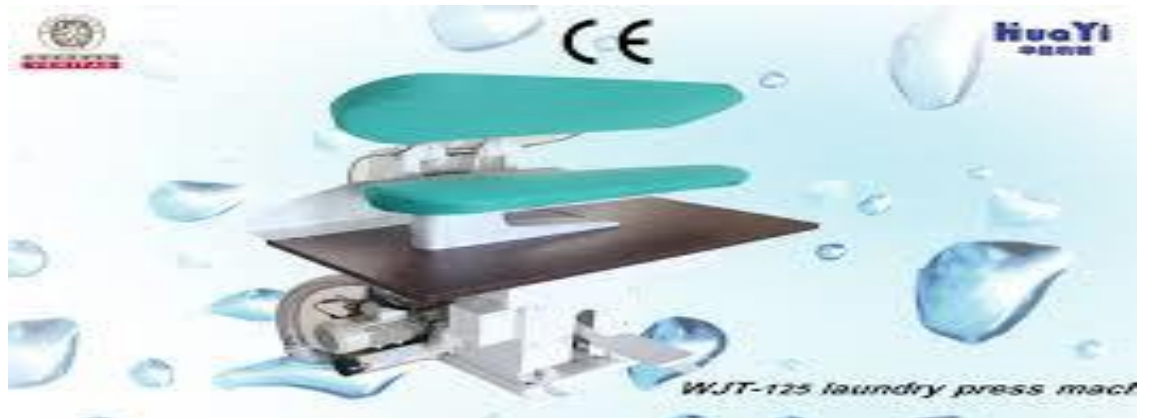
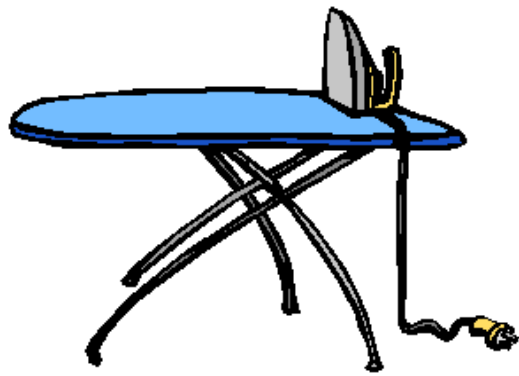


Figure 117 ማጠፍ

- ✓ ከተተኮሰ በኋላ በደንበኛው ፍላጎት መሰረት ልብሱ ቅርፁና ውበቱን እንደያዘ ሣይጨማደድ ማጠፍ





**Figure 118 የልብስ መስቀያ፣ ባብዛኛውን በደረቅ እጥበት የሚታጠቡና የማናጥፋቸው ልብሶች እንደ ሸሚዝ፣ ሱፍ ኮትና ሱሪዎች መስቀያ**

## **8. ማሸግና ማስቀመጥ**

- ✓ የደንበኛው ልብስ በደንበኛው ፍላጎት መሰረት የሚመለስ ሲሆን የሰራተኛው ዩኒፎርም እና ሌሎች የድርጅቱ አልባሳት በድርጅቱ የልብስ ማስቀመጫ ክፍል ውስጥ ይቀመጣሉ፡፡



Figure 119 ከደረቀ በኋላ ማስቀመጥ

### 9. ማስተላለፍ

✓ ለሚመለከተው ክፍል ማስተላለፍ

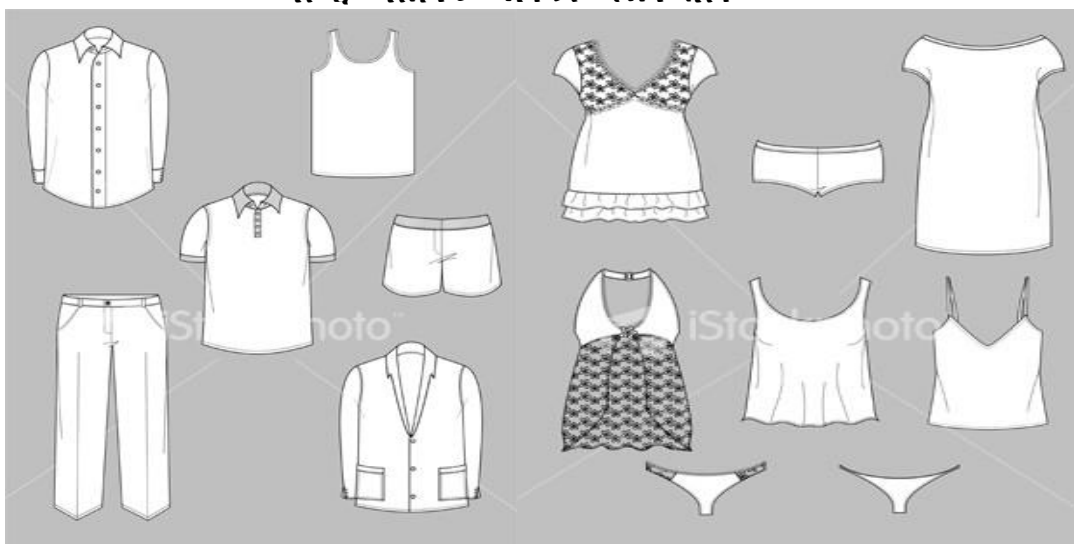


Figure 120 ከመዲና፣ ቢሮ (Dresser, Bureau):-  
 ባለመስታወት ወይም ሙሉ በሙሉ በእንጨት የተሰራ የልብስ ማስቀመጫ ብዙ  
 ክፍሎች ያሉት ባብዛኛውን ጊዜ ከእንጨት የተሰራ ነው







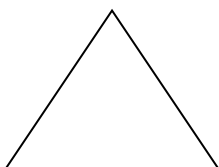
Figure 121 Modern Home Furniture Walk-in Wardrobe Closet Wooden Bedroom Furniture

### 8.5 የልብስ እጥበት ጥንቃቄ የሚሰጡ ምልክቶች

- በልብስ እጥበት ጊዜ ሊታዩ የሚገባቸውና የልብሱን በእጅ የመታጠብ፣ በውሀ ወይም በደረቅ እጥበት መታጠብ መቻሉን የመተኮስና፣ ያለመተኮስ የሚወሰኑ ምልክቶችን (Reading Labels) በልብሱ ኮሌታ ወይም በጎን በኩል ሊገኙ ይችላሉ።

### ምልክቶች መመሪያ

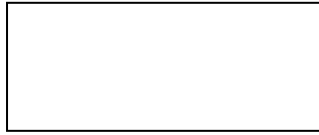
10.  = የሚታጠቡ



11.

= **ማንጫ (Bleach) በመጠቀም የሚታጠቡ**

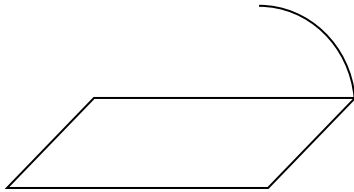
12.



=

**የሚደርቁ**

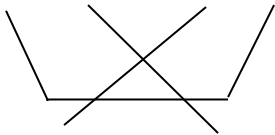
13.



=

**ሊተኮሱ የሚችሉ**

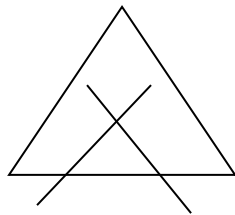
14.



=

**የማይታጠቡ**

15.



=

**ማንጫ (Bleach) የማያስፈልጋቸው**

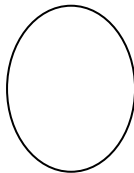
16.



=

**የማይተኮሱ**

17.



=

**በኬሚካል የሚታጠቡ**

18.



=

**በኬሚካል የማይታጠቡ**

Figure 122 በ **አጥባቢ ጊዜ ሊታዩ የሚገባቸው ምስሎች**



**የአፀዳድ ቅደም ተከተል**

**Figure 123 የማፅጃ ጥነተ-ንጥሮች (cleaning agents )**



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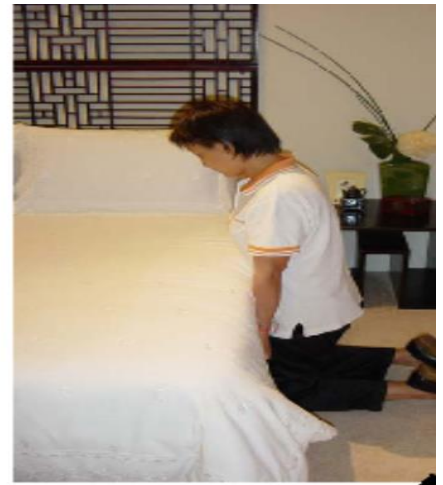


**የማፅጃ ጥነተ-ንጥሮች (cleaning agents )**





ትክክለኛ ያልሆነ



ትክክለኛ የሆነ



የአልጋ አነጣጠፍ ሂደትን የሚያሳይ



Figure 124 መኝታ ክፍሉ ተነጥፎና ተጸድቶ ያለቀለት ክፍል



**Figure 125** **ပေၤတူၢ်နီၣ်တုၤဝဲၤ:-** (entertainment centre)

**የመዝናኛ ማዕከል:-** (entertainment centre)

የመዝናኛ ማዕከል ይህ ክፍል ሊይዛቸው የሚገቡ ቴሌቪዥን፣ ስቴሪዮ ቴፕ እና ሌሎች የኤሌክትሮኒክስ መሳሪያዎች የያዘ ክፍል ሲሆን አገልግሎቶቹን በመጠቀም መዝናኛ ክፍል ይሆናል፤



**Figure 126**Modern Furniture Living Room Furniture TV Cabinet

**የአንድ ቤት የሳሎን ይዘት**





Figure 127 የተለያዩ የሳሎን አይነቶች





Figure 128 እጅግ ውድ የሆነ ሳሎን

Figure 129 መኝታ ቤት



Figure 130አቲክ (Attic):-

**አቲክ (Attic):-** ከጣሪያ በታች ያለ ቆጥ በአማረኛው ትርጉሙን የያዘ ሲሆን በእንግሊዞች ትንንሽ የመጠጥ ማስቀመጫ/መደርደሪያ ክፍል Attic storage room at the very top of the house

ይህ ክፍል ለጊዜው የማይፈለጉ እቃዎችን ለረዝሹም ጊዜ ማስቀመጫ በአረቡ አለም ባይሆንም በምዕራባዊያን መጠጥን ለረዝሹ ጊዜ ማስቀመጫ ይሆናል፡፡



**አቲክ (Attic):-** በእኛ ቆጥ የሚባለው ሲሆን በሩቅ ምስራቅ እስታንዳርድ መጠጦችን ለረዥም ጊዜ የሚያቆዩበት ክፍል ሲሆን ይህንን ክፍል በአረቡ አለም ለመኝታ ይጠቀሙበታል





Figure 131 ይህንን ክፍል በግልጽ ማሳያ



Figure 132 ይህንኑ ክፍል እንዲህ በሚያምር መልኩ ለመኝታ ይጠቀሙታል







**ግቢ ውስጥ የሚገኝ መናፈሻ ቦታ (OutdoorPatio):-**በአንድ ግቢ ውስጥ ከሚገኘው ዋናው ቤት ፊት ለፊት ወይም ከጀርባበኩል መናፈሻ ውስጥ የሚገኝ ማረፊያ ቦታ ሆኖ ብዙጊዜ መቀመጫ ወይም አልጋ መሳይ ከእንጨት የተሰራ ማረፊያ አለው





Figure 133ግቢ. ውስጥ የሚገኝ መናፈሻ ቦታ (OutdoorPatio):

ምድር ቤተተጨማሪ ክፍል (Rec room):-በአብዛኛውን ጊዜ ምድር ቤት ውስጥ የሚገኝ ቴሌቪዥን ለመመልከት እና እንደ ቢኒዩር ድወይም ፒንግ ፓንግ የመሳሰሉ ጨዋታዎችን ለመጫወት ተጨማሪ ክፍል





Figure 134 ምድር ቤት-ተጨማሪ ክፍል (Rec room):

የፀሐይማህበረሰብ ክፍል (sunroom):- የፀሐይማህበረሰብ ክፍል በትላልቅ መስኮች የተሰራ ሲሆን፣ ብዙውን ጊዜ ለመዝናናት፣ ለመጎብኘት ወይም ለማንበብ ይገለጻል።



Figure 135 የፀሐይማህበረሰብ ክፍል (sunroom):

#### 1.7 የመስታወት ፅዳት የግቢ ማጽጃ

የሚያስፈልጉ መሳሪያዎችና (equipments) ጥንተ ገጥር (Cleaning Agents and Chemicals)

1. ብናኝ የሌለው ነጭ ጨርቅ
2. መሰላል
3. ብረት ማፅጃ
4. የመስታወት ማፅጃ (window cleaner)
5. የመስታወት መጥረጊያ (Squeegee)
6. ፈሳሽ /ዱቄት/ ሳሙና
7. ውሃ



Figure 136 የመስታወት ማፅጃ (window squeegee)



Figure 13 የመስታወት ማጽጃ ሽራ





Figure 138ጸጉራም ውሃ የማይጠጣ ቡሩሽ (feather-duster)  
የግቢ ማጽጃ



ተለማቂ የበረዶ ብሩሽ፡- እጅታው አልሙኒየም ሲሆን በጀርባውም በኩል አገልግሎት ይሰጣል Rotating Snow Brush with Scraper with Aluminum Handle, Snow Cleaning Brush with Ice Scraper, Snow Cleaning Brush (CN2298) Rotating-Snow-Brush-with-Scraper-with-Aluminum-Handle-Snow-C.jpg



Figure 139 የመስታወት ማጽጃ እና ብሩሽ (Window-wiper / brush)

**የአፀዳድ ቅደም ተከተል**

- ❖ መጋረጃውን መክፈት፣ መጋረጃው የማይክፈት ከሆነ መስብሰብና ማሳጠር
- ❖ ወለሉ እንዳይቆሽሽ የወለል መከላከያ ጨርቅ ማንጠፍ
- ❖ አቧራውን በደረቅ ጨርቅ ማንሳት / መገጣጠሚያዎችን በቅድሚያ/
- ❖ የመስታወት አቧራን በደረቅ ጨርቅ በደንብ ማንሳት
- ❖ መስታወቱን በኤስ ቅርፅ ኬሚካሉን በመጠቀም መጥረግ

## 7.8 የምንጣፍ ፅዳት

የሚያስፈልጉ መሳሪያዎችና (equipments) ጥንተ ንጥር (Cleaning Agents and Chemicals)

1. የምንጣፍ ማፅጃ (Vacuum Cleaner)
2. መጥረጊያ (Broom)
3. የቆሻሻ ማጠራቀሚያ (Lifter bin)
4. የምንጣፍ ማጠቢያ ማሽን (Shampooing machine)
5. የምንጣፍ ማጠቢያና ማድረቅያ ማሽን (Hot water extraction)
6. የቆሻሻ ማንሻ (Dust pan)



Figure 140 የምንጣፍ አቧራ ማንሻ (vacuum cleaner)



Figure 141 Ash Vacuum Cleaning Machine Mac173 Fireproof HEPA Filter





**ፍላጎት ሻልሻ፡- የዚህ ዓይነቱ የሽንት ቤት ውሃ መልቀቂያ እንደ ፍላጎት ታንክ በአማራጭነት የምንጠቀምበት የውሃ መልቀቂያ ዘዴ ነው፡፡ በመሆኑም ብዙ ውሃ በአጠቃቀም ይጨርሳል፡፡**



ስዕሎች የሽንትቤት መቀመጫ አይነቶች

**Figure 142 የውስጥና የውጭ መታጠቢያ ገንዳ (Hand wash business)**



በገላ መታጠቢያ ክፍሎች፣ በማረፊያ ክፍሎች ውስጥ የተገጠመ ሊሆን ይችላል፡፡ የሙቅና የቀዝቃዛ ውሃ አቅርቦት የተገጠመላቸው ናቸው፡፡ ይህ ገንዳ ብዙውን ጊዜ ከሴራሚክስ የተሰራ ሲሆን በሁለት አይነት መልኩ ሊመረት ይችላል፡፡ እነሱም፡-

- ባለ ማቆሚያ /ፔድስታል/ እና
- በግድግዳ ላይ የተተከለ ናቸው፡፡



## የፊት መታጠቢያ ገንዳ

### መመገቢያ ክፍል

ውብ የእቃ መደርደሪያ በየአይነቱ፣ የምግብ ማብሰያ፣ ማንበቢያና መመገቢያ ክፍል



Figure 143 የገላመታጠቢያ ገንዳ

የገላ መታጠቢያ አንድ ሰው ገንዳው ውስጥ ገብቶ ሰውነቱን ለመታጠብ የሚያገለግል ሲሆን ቅርፁም አራት ማዕዘን ያለው ሲሆን ስፋቱ 0.71 በ0.74 ሜትር ሲሆን ቁመቱ 1.68 ሜትር ወይም 1.83 ሜትር እንዲሁም ጥልቀቱ 0.43 ሜትር ይሆናል፡፡ አብዛኛውን ጊዜ በገበያ ላይ የሚገኘው 70 x 170 ስፋት ያለው የገንዳ መታጠቢያ ጥልቀቱ 40 ሢ.ሜትር ነው፡፡





ስዕል Figure 144 የገንዘብ የገላ መታጠቢያ መታጠቢያ (bath tub)



ስዕል Figure 145 ግልጽ የገንዘብ መታጠቢያ (bath tub)



ስዕል Figure 146 ሁሉንም የሚያጠቃልል ክፍል የእጅ መታጠቢያ ሽንትቤትና የገላ መታጠቢያ አንድ ወጥ ክፍል

#### አቆራረጥ (TYPES OF CUTS)



ስዕል Figure 147 የሚያስፈልጉ እቃዎች

የማብሰያ እቃዎች

- መክተፊያ
- ቢላዋ
- ብረት ድስት





**የካሮት ሽርባ**



➤ **ሚኒስትሮች ሽርባ**



➤ **የዶሮ ሽርባ**



➤ ፍራይድኬግ /እንቁላልቁጭቁጭ/ ለ1 ሰው



➤ Scotch Egg



የሳንዱዊች አዘገጃጀት (Preparing Sandwich)



**ቀዝቃዛ ምግቦች አዘገጃጀት**



**ድብልቅ ሰላጣ( ሚክሶድ)/**



**የመኮሮኒ ሰላጣ /ለ 4 ሰው/**





## የፓስታ እና ሩዝ አዘገጃጀት



የአሣና የባህር ምግቦች አዘገጃጀት (Fish and Sea food Preparation)



የዓሳምግብአዘገጃጀትመመሪያ /Recipes/



➤ ፊሽኮትሌት /የዓሣ ኮተሌት/ ለ4 ሰው



የዶሮአዘገጃጀት (Prepare poultry and Games)

#### የማብሰያ እቃዎች

- የሥጋ መቀጥቀጫ
- መጥበሻ
- መክተፊያ
- ቢላዋ





**የስጋ ኮትሌት / ለ 5 ሰው/**

የማብሰያ እቃዎች

- መክተፊያ
- ቢላዋ
- የእንጨት ማማሰያ
- የስጋ መቀጥቀጫ



**ሺሽ ክብብ / ለ 5 ሰው/**



**ቢፍ ስትሬፖዮፍ /በቁመቱ የተቆረጠ የበሬ ስጋ/ ለ 5 ሰው**

የማብሰያ እቃዎች

- መክተፊያ
- ቢላዋ

- ብረት ድስት
- መጥበሻ
- መክተፊያ
  - ጐድጓዳ ሳህን



#### ቢፍ ጉላሽ / ለ 3 ሰው/

##### የማብሰያ እቃዎች

- ብረት ድስት      - መክተፊያ      - ቢላዋ
- የተጠቀምንባቸውን የማብሰያ እቃዎች አጥበንና አድርቀን በቦታው ማስቀመጥ፤



##### የሥጋ አሮስቶ

## የማብሰያ እቃዎች

- መክተፊያ
- ቢላዋ
- ትሪ /ለመጥበሻ/
- ኦቭን መጥበሻ

## **6 የአትክልት ምግቦች አዘገጃጀት**



አትክልቶች በማንኛውም የምግብ ዝግጅት ሂደት ውስጥ በሚሰጡት ጣዕም፣ ምግባዊ ይዘትና እንዲሁም ለአይን በሚማርክ ህብረ ቀለማቸው ምክንያት በምግብ ዝግጅት ውስጥ በጣም ተፈላጊዎች ናቸው፡፡

የአትክልት ምግቦች በተለያዩ አበሳሰል በመጠቀም አይነታቸውን /varieties/ ማብዛትና ለተለያዩ የዋና ምግብ አጃቢነት አገልግሎት ይውላሉ፡፡ በተጨማሪም አትክልቶች ለሾርባ፣ ለመረቅ ጣዕም መስጫነት ለሣላድ ምግቦች ማዘጋጃ ለጥሬ እቃነት ይውላሉ፡፡

### **6.1 የአዘገጃጀት የአቆራረጥ ዘዴ**

#### አዘገጃጀት

- አትክልቶች ከመከተፋቸው እና ሥራ ላይ ከመዋላቸው በፊት በደንብ መታጠብ አለባቸው፡፡
- አትክልቶችን በምናጥበበትም ጊዜ በውሃ ውስጥ ለብዙ ጊዜ መዘፍዘፍ በውስጡ ያለውን የቫይታሚንና የማእድን መጠንን ስለሚቀንስ መዘፍዘፍ የለባቸውም፡፡
- የተላጠ ድንች በምናስቀምጥበት ጊዜ ግን በቀዝቃዛ ውሃ መሸፈን አለበት፡፡ ይህ ካልሆነ ግን ይጠቁራል፡፡
- የአትክልቶች አቆራረጥ እንደ ማብሰያው ዘዴ ጋር ተስማሚ በሆነ መልኩ መሆን አለበት፡፡
- አቆራረጥ



### ብሩናዝ /Brunoise/-

ይህ አቆራረጥ ቅጠልነት ለሌላቸው እንደ ካሮት ላሉ የአትክልት አይነቶች የምንጠቀምበት ሲሆን 2 ሴ.ሜ X 2 ሴ.ሜ X 2 ሴ.ሜ በሆኑ ኮቦች መቁረጥ ነው፡፡

#### ➤ ጁሊየን /Julienne/

አትክልቶች በ 4 ሴ.ሜ ቁመት በጣም በቀጫጭኑ እንደገለባ መቁረጥ ነው፡፡

#### ➤ ባቶንስ /buttons/

አትክልቶችን በ 3 ሜ.ሜ X 3 ሜ.ሜ X 18 ሜ.ሜ ኪዩብ ቅርጽ በማውጣት የመቁረጥ ዘዴ ነው፡፡

#### ➤ ማሴዲን /masedon/

ይህ አቆራረጥ እንደ ብርድዝ ቅጠልነት ለሌላቸው አትክልቶች ለምሳሌ ካሮት የምንጠቀምበት ሲሆን ከብርድዝ የሚለየው በመጠኑ አነስ ያለ መሆኑ ነው፡፡

ይህም ½ ሴ.ሜ X ½ ሴ.ሜ X ½ ሴ.ሜ

#### ➤ ፓይዘን /paysanne/

ይህ አቆራረጥ 1 ሴ.ሜ ባለ ሶስት ጎን ባለ አራት ጎን ወይም ክብ አድርጎ በመጠናቸው እኩል የሆኑና በቅርጻቸው የሚለያዩ ቁርጾችን ነው፡፡

### ፡ተርንድ /turned

ይህ የአቆራረጥ ዘዴ እንደ ድንች ላሉ አትክልቶች የምንጠቀምበት ሲሆን እንጨት በርሜል ቅርፅ ያለው ማለትም ከላይና ከታች ስፋቱ ጠበብ ያለና ማህሊ ወፍራም ማለት ነው፡፡

### የአትክልት አበሳሰል ህጎች /Rules of vegetable Cooking/

አትክልቶችን ስንቀቅል የሚከተሉትን ማድረግ አለብን፡፡

- አትክልትን በትኩስነቱ /fresh/ ማብሰል፤
- መካከለኛ መጠን ያላቸውን መርጦ ማጠብና ማጽዳት፤

- አትክልት ተከትፎ ውሃው ውስጥ መዘፍዘፍ የለበትም፡፡ ይህም የስኳር፣ የሚኒራልና የቫይታሚን መጠናቸው እንዲቀንስ ያደርጋል፡፡
- አትክልትን ጨው ባለበት የፈላ ውሃ ማብሰል፤
- ጨው በተለይ አረንጓዴ ቀለማቸውን ለመጠበቅና ጣዕሙን ለማሻሻል ይረዳል፡፡
- ከልክ በላይ ማብሰል ቀለሙን እና ጣዕሙን እንዲያጣ ያደርገዋል፡፡

## 6.2 ቺኘስ /በስሱ የተቆረጠ የድንች ጥብስ/

### ▪ አስፈላጊ ጥሬ ዕቃዎች

- 2 ኪሎ ግራም መካከለኛ ድንች
- 1 ሊትር ዘይት
- ጨው ለጣዕም

### አዘገጃጀት

1. ድንቹን አጥቦ መላጥና ውሃ ውስጥ ማድረግ፤
2. በስሱ በክብ መቁረጥ፤
3. እንደገና በደንብ ማጠብና ማገንፈል፤
4. በንፁህ አቡጅዲ ሸፍኖ ጫን ጫን እያደረጉ ማድረቅ፤
5. ዘይት በመጥበሻ ማጋል፤
6. የደረቀውን ድንች በዘይቱ መጥበስ፤
7. ወርቃማ ቀለም ሲታይና ከሽከሻ ሲል እያጠለለ ማውጣት፤
8. ከወጣ በኋላ ጨው በመነስነስ ማቅረብ፤

## የቲማቲም ከችአፕ

### አስፈላጊ ጥሬ እቃ

- 2 ኪሎ ግራም የበሰለ ቀይ ቲማቲም
- 100 ግራም ቀይ ሽንኩርት፣10 ነጭ ሽንኩርት ፣20ግራም ዝንጅብል (ቡኬ ጋርኒ)
- 10ግራም በርበሬ
- 10 ቁርፉድና ቁንዶ በርበሬ
- 3 የሾርባ ማንኪያ የሎሚ ጭማቂ
- 150 ግራም ስኳር
- 2 የሾርባ ማንኪያ ጨው

### አዘገጃጀት

1. ቲማቲሙን ማገንፈል፣መፍጨትና ማጥለል



2. የተጠለለውን በዝቅተኛ መቀት እያማሰሉ ማንተክተክ
3. ጨውና 1/3 ተኛውን ስኳር ጨምሮ ማብሰል
4. ቡኬ ጋርኒውን መጨመር
5. ቁንዶ በርበሬ፣ቀሪውን ስኳርና በርበሬ ጨምሮ ማንተክተክ
6. በሚፈለገው ይዘት ላይ ሲደርስ የሎሚ ጭማቂውን ጨምሮ ማማሰልና ማውጣት

### **6.3ድብልቅ አትክልት** **አስፈላጊ ጥሬ ዕቃ**

- 300 ግራም ካሮት
- 300 ግራም ድንች
- 300 ግራም ፎሶፊያ
- 100 ግራም የገበታ ቅቤ
- 1 መካከለኛ የታሸገ የቆርቆሮ አተር
- 1 የሻይ ማንኪያ ጨው
- 1 የሻይ ማንኪያ ቁንዶ በርበሬ

### **አዘገጃጀት**

1. ካሮቱንና ድንቹን በደንብ ማጠብና መላጥ፤
2. መካከለኛ በሆነ የአራት ማዕዘን ቅርፅ መቁረጥ፤
3. ጨው ባለው ውሃ ለየብቻው ማብሰል፤
4. ውሃውን ማጠንፈፍ፤
5. ፎሶፊያውን እንደ ድንቹና ካሮቱ መክተፍ፤
6. ጨው ባለው ውሃ ለብቻው ማብሰል፤
7. ውሃውን ማጠንፈፍና ከካሮትና ከድንቹ ጋር መቀላቀል፤
8. በመጥበሻ ቅቤ አቅልጦ የታሸገውን የቆርቆሮ አተር፣ ጨውና ቁንዶ በርበሬ በመጨመር አትክልቱን መለወስና በትኩሱ ለገበታ ማቅረብ፤

### **6.4 የተጠበሱ አትክልቶች**

የተጠበሱ አትክልቶችክልት የሚዘጋጁ ምግቦች ለሌሎች የምግብ ዓይነቶች አጃቢ ሊሆኑ ይችላሉ፡፡

## የተጠበሰ በደርጃን

### አስፈላጊ ጥሬ ዕቃዎች

- 1 ኪሎ ግራም በደርጃን
- 3 የቡና ሲኒ /150 ግራም/ የፍርኖ ዱቄት
- 1 ሊትር ወተት
- 4 እንቁላል
- 1 የሻይ ማንኪያ ጨው
- 1 የሻይ ማንኪያ ቁንዶ በርበሬ
- ግማሽ ሊትር ዘይት

### አዘገጃጀት

1. በደርጃኑን ልጦ በክብ መቁረጥ፤
2. ዱቄቱን፣ ወተቱን፣ ጨውን፣ ቁንዶ በርበሬውንና እንቁላሉን ቀላቅሎ በወፍራሙ መበጥበጥ፤  
እያንዳንዱን በደርጃን ድብልቁ ውስጥ እየነከሩ በጋለና ጥልቀት ባለው ዘይት ውስጥ መጥበስ፤

## የተጠበሰ ዝኑኒ

### አስፈላጊ ጥሬ ዕቃዎች

- 1 ኪሎ ግራም ዝኑኒ
- 200 ግራም የፍርኖ ዱቄት
- 2 እንቁላል
- 1/4 ሊትር ወተት /እንደአስፈላጊነቱ
- 1/4 ሊትር ዘይት
- 1 የሻይ ማንኪያ እርሾ
- 1 የሻይ ማንኪያ ጨው
- 1 የሻይ ማንኪያ ቁንዶ በርበሬ

### አዘገጃጀት

1. ዱቄቱን ነፍቶ ጎድጓዳ ሳህን ላይ ማድረግ፤
2. እንቁላል፣ ወተት /ውሃ/ ቁንዶ በርበሬና ጨው ጨምሮ ከዱቄቱ ጋር በማንኪያ ማሸትና እርሾውን መጨመር፤
3. በደንብ ሲዋሃድ 3 የሾርባ ማንኪያ ዘይት መጨመር፤

4. ኩፍ እንዲል ለ30 ደቂቃ ማቆየት፤
5. ዝኩኒውን ከሁለቱም ጫፍ መቁረጥና በስሱ መክተፍ፤
6. ዝኩኒውን በተዘጋጀው ሊጥ ውስጥ እየነከሩ ጥልቀት ባለው ዘይት ውስጥ አግሎ መጥበስና ማውጣት፤

የማብሰያ ዕቃዎች

### የተጠበሰ የአበባ ጎመን

#### አስፈላጊ ጥሬ ዕቃዎች

- 1 ኪሎ ግራም የአበባ ጎመን
- 300 ግራም ፍርኖ ዱቄት
- 3 እንቁላል
- 1/4 ሊትር ወተት /እንደአስፈላጊነቱ/
- 1/4 ሊትር ዘይት
- 1 የሻይ ማንኪያ እርሾ
- 1 የሻይ ማንኪያ ጨው
- 1 የሻይ ማንኪያ ነጭ ቁንዶ በርበሬ

#### አዘገጃጀት

1. ዱቄቱን ነፍቶ ጉዳጓዳ ሳህን ላይ ማድረግ፤
2. እንቁላል፣ ወተትና ቁንዶ በርበሬ ጨምሮ ከዱቄቱ ጋር በማንኪያ ማሸትና እርሾውን መጨመር፤
3. በደንብ ሲዋሃድ 3 የሾርባ ማንኪያ ዘይት መጨመር፤
4. ኩፍ እንዲል ለ30 ደቂቃ ማቆየት፤
5. ቅጠሉን ቆርጦና ግንዱን አስወግዶ የአበባ ጎመኑን ጨው በተጨመረበት ውሃ ማብሰል፤
6. ሲበስል ውሃውን አጠንፍፎ ጎረድ ጎረድ አድርጎ ማስቀመጥ፤
7. ጎመኑን በተዘጋጀው ሊጥ ውስጥ እየነከሩ በማንኪያ ማውጣት፤
8. ጥልቀት ያለው ዘይት ውስጥ አግሎ መጥበስና ማውጣት፤

### የተቁላላ ጥቅል ጎመን /በቲር ፍራይድ ካቤጅ

#### አስፈላጊ ጥሬ ዕቃዎች

- 400 ግራም በቁመቱ የተከተፈ ጥቅል ጎመን
- 200 ግራም በቁመቱ የተከተፈ ካሮት
- 10 ግራም በቁመቱ የተከተፈ ቃሪያ

- 2 የሾርቦ መንኪያ ሶያ ሶስ
- ጨውና ቁንዶ በርበሬ ለጣዕም
- 2 የሾርባ ማንኪያ ዘይት

#### አዘገጃጀት

1. ዘይቱን ማጋል፤
2. በቀጫጭኑ የተከተፈውን ጥቅል ጎመን መጨመርና ለትንሽ ጊዜ ማብሰል፤
3. ሶያ ሶስ በመጨመር በትንሽ ሰዓት ማብሰል
4. ጨውና ቁንዶ በርበሬ መጨመር፤
5. በቁመቱ የተቆረጠውን ቃሪያ መጨመርና ማውጣት፤

### 7 የዳቦ እና ኩኪስ አዘገጃጀት

#### 77.1 ሮል ብሬድ

##### አስፈላጊ ጥሬ እቃዎች

- 1 ኪሎ ግራም ፍርኖ ዱቄት
- 2 የሾርባ ማንኪያ እርሾ
- 5 የሾርባ ማንኪያ ዘይት
- 3 የሾርባ ማንኪያ ወተት
- 2 የእንቁላል አስኳል
- ½ ሊትር ውሃ
- 4 የሾርባ ማንኪያ ስኳር

#### አዘገጃጀት

1. እርሾውንና ስኳሩን ለብ ባለ ውሃ በጥብጦ ኩፍ እንዲል መተው፤
2. የፍርኖ ዱቄቱን ጎድጎድ ባለ እቃ አድርጎ ኩፍ ያለውን እርሾ ውሃና ዘይት በላዩ ላይ ጨምሮ ማሸት፤ በጨርቅ ሸፍኖ እንደቦካ መተው፤
3. ሲቦካ እንደገና እሽቶ ማስቀመጥ፤
4. መልሶ ሲቦካ በትንንሹ እያድቦለቦሉ ዘይት የተቀባ የዳቦ መጋገሪያ ትሪ ላይ መደርደር፤
5. የእንቁላሉ አስኳል ላይ ወተት ጨምሮ መምታትና ሊጡ ኩፍ ሲል በፔስትሪ ብሩሽ ላዩን መቀባት፤
6. በሞቀ የዳቦ መጋገሪያ ውስጥ 170°C ሙቀት ለ10 ደቂቃ አብስሎ ማውጣት፤

#### 7.2 ካሬ ዳቦ

##### አስፈላጊ ጥሬ እቃዎች

- 1 ኪሎ ግራም ፍርኖ ዱቄት
- 2 የሾርባ ማንኪያ እርሾ
- 5 የሾርባ ማንኪያ ዘይት
- 3 የሾርባ ማንኪያ ወተት
- 2 የእንቁላል አስኳል
- ½ ሊትር ውሃ
- 4 የሾርባ ማንኪያ ስኳር

### **አዘገጃጀት**

1. እርሾውንና ስኳሩን ለብ ባለ ውሃ በጥብጦ ኩፍ እንዲል መተው፤
2. የፍርኖ ዱቄቱን ጎድጎድ ባለ እቃ አድርጎ ኩፍ ያለውን እርሾ ውሃና ዘይት በላይ ላይ ጨምሮ ማሸት፤
3. በጨርቅ ሸፍኖ እንደቦካ መተው፤
4. ሲቦካ እንደገና እሽቶ ማስቀመጥ፤
5. መልሶ ሲቦካ በአራት ማእዘን የዳቦ መጋገሪያ ላይ ማስቀመጥ፤
6. የእንቁላሉ አስኳል ላይ ወተት ጨምሮ መምታትና ሊጡ ኩፍ ሲል በፔስትሪ ብሩሽ ላይ መቀባት፤
7. በሞቀ የዳቦ መጋገሪያ ውስጥ 170°C ሙቀት ለ10 ደቂቃ አብስሎ ማውጣት

### **7.3 ቋጠሮ ኩኪስ( twistcookies)**

**አስፈላጊ ጥሬ እቃዎች**

- 150 ግራም ስከር
- 1 ኪሎ ዱቄት
- 5 እንቁላል
- 3 የሾርባ ማንኪያ ቤኪንግ ፓውደር
- 1 ሊትር ዘይት

### **አዘገጃጀት**

8. ከዘይቱ በስተቀር ጥሬ እቃዎቹን በሙሉ ደባልቆ ማሸት እና በፕላስቲክ በመሸፈን ለ 20 ደቂቃ ማስቀመጥ
9. በቀጭኑ ረዘም አድርጎ ማድበልበል እና በ 8 ቁጥር ቅርጽ መቋጠር
10. ጥልቀት ባለው ዘይት ወርቃማ መልክ እስኪያወጣ እያገላበጡ መጥበስ
11. የወጥ ቤት ወረቀት ላይ ማስቀመጥ እና መጠቀም

### **7.4 ሳንቡሳ .**

**አስፈላጊ ጥሬ እቃዎች**



- 750 ግራም የፍርኖ ዱቄት
- ጨው ለጣዕም
- 100 ግራም ቅቤ/ ማርጋሪን
- 1 እንቁላል
- 1 የሻይ ማንኪያ ሺኒጋር
- 3 ኩባያ ዘይት /ለመጥበሻ/

#### አዘገጃጀት

1. ዱቄቱን እና ጨውን ደባለቆ መንፋት፤
2. ቅቤውንና ዱቄቱን በመደባለቅ ማሸተርና መፈርፈር፤
3. እንቁላሉን ሺኒጋሩንና ውሃውን አንድ ላይ ማድረግ፤
4. ሁለቱን ውህዶች / 2 እና 3/ ላይ ያሉትን በመደባለቅ በደንብ ማሸት እንደ ኳስ በክቡ ማድቦልቦል፤
5. ዱቄት ባለው ጠረጴዛ ላይ በክቡ መዳመጥ፤
6. ክቡን ሁለት እኩል ቦታ በመክፈልና ጠርዙን ርጥበት በማስነካት ማጠፍና የኮን /cone/ ቅርጽ መስራት፤
7. የሚሞላውን ጥሬ እቃ /ingredients/ በመሙላት ጥልቀት ባለው ዘይት ወርቃማ ቀለም እስኪሟያመጣ ማብሰል፤በውስጡ የሚሞሉ ነገሮች እንደተመጋቢው ፍላጎትና በአካባቢው በስፋት እንደሚገኘው ነገር መሙላት ይቻላል፡፡ ለምሳሌ፡-
  - ቀይ ሽንኩርት ደቅቆ የተከተፈ፤
  - ቀይ ስጋ ደቅቆ የተከተፈ፤
  - የበሰለ ምስር
  - የበሰለ ሩዝ፤

#### 7.5 ቦንቦሊኖ

##### አስፈላጊ ጥሬ እቃዎች

- 1 ኪሎ የፍርኖ ዱቄት
- 100ግራም ስኳር
- 1 የሾርባ.ማንኪያ እርሾ
- 3 የሾርባ.ማንኪያ ቤኪንግ ፓውደር
- 1 የሻይ ማንኪያ ጨው
- 1ሊትረ ዘይት

#### አዘገጃጀት

1. ጥሬ እቃዎቹን በሙሉ ጎድጎድ ባለ እቃ ማብካት
2. እንዲቦካ በላስቲክ ሽፍኖ ማስቀመጥ

3. በሊጥ መዳመጫ ወፈር አድርጎ መዳመጥ
4. በዶናት መቁረጫ ከቆረጡ በኋላ ትሪ ላይ ማስቀመጥ
5. ኩፍ ሲል በጋለ ዘይት መጥበስ

## **8 ፈጣን ምግቦች አዘገጃጀት**

### **ሳንዱዊች**



ሳንዱዊች በትኩሱ ወይም በቀዝቃዛው የሚዘጋጅ ሲሆኑ ለሳንዱዊች ማዘጋጃ የሚሆኑ የዳቦ አይነቶችንም ልክ እንደ ሳንዱዊችቹ አይነት የተለያዩ ናቸው፡፡ እነዚህን ዳቦዎች በቅድሚያ በጋለ መጥበሻ ላይ ወይም በቶስተር ላይ በማሞቅ ትኩስና ደረቅ ያለ ይዘት እንዲኖራቸው ማድረግ ከዚያም ቅቤ ወይም ማሸኔዝ በመቀባት ማዘጋጀት በመጨረሻም ሳንዱዊችቹ የሚሞሉበት ምግብ ተከትቶ በተፈለገው ቅርጽ ወይም መጠን ከተቆረጠ በኋላ እንደ ሰላጣና የድንች ጥበስ ከመሳሰሉ ጋር ሊቀርቡ ይችላሉ፡፡

### **8.1 የአትክልት ሳንዱዊች**

**አስፈላጊ ጥሬ እቃዎች**

- 50 ግ. የተቀቀለ ድንች
- 50 ግ. የበሰለ ካሮት
- 50.ግ. የበሰለ ጥቅል ጎመን
- 10 ግ ቀይ ሽንኩርት
- 50 ሚ.ሊ ዘይት
- ጨው እና ቆንዶ በርበሬ

**አዘገጃጀት**

1. አትክልቶቹን በተፈለገው መጠንና ቅርጽ መክተፍ
2. ሽንኩርቱን በዘይት በመጠነ ማብሰል
3. የተዘጋጀውን አትክልት ጨምሮ ማዋሀድ
4. ቅመማውን ማስተካከል

5. ክብ ዳቦውን መሃል ለመሀል በመቁረጥ ቀንበር ማድረግ
6. ዳቦውን ማዮኔዝ (ቅቤ፣ ከች አፕ) መቀባት
7. የበሰለውን አትክልት በውስጡ መመላት
8. ለሁለት ቆርጦ ማቅረብ

## 8.2 የእንቁላል ሳንዱዊች

አስፈላጊ ጥሬ እቃዎች

- 2 እንቁላል
- ቁንጥር ጨው
- 1 የሾርባ ማንኪያ ዘይት
- 1 ክብ ዳቦ
- ቆንዶ በርበሬ

አዘገጃጀት

1. እንቁላል ላይ ጨው እና ቆንዶ በርበሬ ማዋሀድ
2. መጥበሻ ላይ ዘይት አሙቆ እንቁላሉን ከላዩ መጨመር፤
3. ትንሽ አማሰሎ በጠፍጣፋው መጥበስ፤
4. ዳቦውን ለሁለት መክፈል
5. ዳቦውን ማዮኔዝ (ቅቤ፣ ከች አፕ) መቀባት
6. የበሰለውን እንቁላል በውስጡ መመላት
7. ለሁለት ቆርጦ ማቅረብ

## 8.3 ኦምሌት/የተጠቀለለ እንቁላል/

አስፈላጊ ጥሬ እቃዎች

- 2 እንቁላል
- ½ የሾርባ ማንኪያ ቅቤ
- ጨው ለጣእም



አዘገጃጀት

1. በመጥበሻ ላይ ቅቤውን ማጋል፤
2. እንቁላሉን መምታትና ጨው መጨመር፤
3. መጥበሻው ትንሽ ሲግል ውሁዱን መጥበሻው ላይ መጨመርና ማብሰል፤
4. ረጋ ሲል ውሁዱን ወደ መጥበሻው ዳር ገፍቶ መታ በማድረግ የእንቁላል ቅርፅ እንዲይዝ ማድረግ፤
5. መጠጥ ሲል ማውጣት፤
6. በዝርግ ሳህን ማቅረብ፤

➤ አምሌት የተለያዩ ነገሮችን በመጨመር አይነቱን መለያየት ይቻላል፡፡

**ለምሳሌ፡- በ4 ማዕዘን የተቆረጠና የተጠበሰ ድንች**

- የቲማቲም ሶስ

- 1 የሾርባ ማንኪያ ቼዝ

## 8.4 በርገር

አስፈላጊ ጥሬ እቃዎች

- 300 ግራም የተፈጨ ቀይ ሥጋ
- 2 እንቁላል
- 100 ግራም የዳቦ ዱቄት
- ግማሽ የሻይ ማንኪያ የደቀቀ ፐርሰሊ
- 1 የሾርባ ማንኪያ የቃቅ የተከተፈ ነጭ ሽንኩርት
- ግማሽ የሻይ ማንኪያ ጨው
- ግማሽ የሻይ ማንኪያ ቁንዶ በርበሬ
- ግማሽ የቡና ሲኒ የፍርኖ ዱቄት
- ግማሽ የሾርባ ማንኪያ የደቀቀ ሮዝመሪኖ
- 1 የሻይ ማንኪያ በርበሬ
- 2 የሾርባ ማንኪያ ዘይት
- 2 ዝንጣፊ የሠላጣ ቅጠል
- 3 ክብ የሐምበርገር ዳቦ ወይም 6 ተጠብሶ በቅቤ የወሃ ስስ ዳቦ
- 3 በስሱ የተቀረጠ ክብ ቲማቲም

## አዘገጃጀት

1. ከዘይት ከሠላጣ፣ ከዳቦውና ከቲማቲሙ በስተቀር ሌሎቹን ጥሬ እቃዎች በሙሉ ቀላቅሎ በደንብ በእጅ ማሸት፤
2. ሶስት ቦታ ከፍሎ በክብ ማድቦልቦልና መጠፍጠፍ፤

3. በግሪል ወይም በመጥበሻ ላይ በጋለ ዘይት መጥበስ፤
4. የተጠቀሙበት ክቡን ዳቦ ከሆነ ከጐኑ በመቁረጥ ሁለት ቦታ ከፍሎ በቅቤ ማውዛት፤
5. አንዱ ቁራጭ ላይ የተጠበሰውን ስጋ ቀጥሎ ሰላጣ ዝንጣፊ ከዚያም አንድ ቲማቲም ካደረጉ በኋላ ሌላ ቁራጭ ዳቦ ከላይ መደረብ፤
6. በዚህ መልኩ ቀሪዎቹን አዘጋጅቶ መጨረስ፤
7. ከድንች ጥብስና ካሮት ጋር ሊቀርብ ይችላል፡፡

## 8.5 ክለብ ሳንዱች

አስፈላጊ ጥሬ እቃዎች

- 1 ኪሎ ግራም ዳቦ
- 3 የሾርባ ማንኪያ የገበታ ቅቤ
- 100 ግራም ማላኔዝ ሶስ
- 200 ግራም ተቀቅሎ የተከተፈ የዶሮ ሥጋ
- 100 ግራም የተከተፈ ቲማቲም
- 100 ግራም የተከተፈ ቀይ ሽንኩርት
- 3 በቁመቱ የተከተፈ ቃሪያ
- 4 ተቀቅሎ በቁመቱ የተከተፈ እንቁላል
- 200 ግራም በቁመቱ የተከተፈ ለስለሣ የበሬ ሥጋ
- 1 የሻይ ማንኪያ ቁንዶ በርበሬ
- 1 የሻይ ማንኪያ ጨው
- 200 ግራም በቁመቱ የተከተፈ ሞርቶዴላ

### አዘጋጃጀት

1. ጥሬ እቃዎቹን በሙሉ ከዳቦ ከስተቀር ከማላኔዝ ቀላቅሎ መለወስ፤
2. ካሬ ዳቦውን በጐኑ በስሱ መቁረጥ፤
3. እያንዳንዱን ቁራጭ ጠብሶ አንዱን ገፅታ በቅቤ ማውዛት፤
4. ሶሶት የሾርባ ማንኪያ ውሁዱ ባንድ ቁራጭ የወዛ ገፅታ ላይ አድርጎ በቢላዋ እየተጫኑ ማስተካከል፤
5. ተጨማሪ አንድ ቁራጭ አደረብና ጫን ጫን አድርጎ ማስተካከል፤
6. ዙሪያውን በቀጭኑ በቢላዋ እየከረከሙ ማስተካከል፤
7. የተደራረበውን ዳቦ ከላይኛው ግራ ማዕዘን ጫፍ በመጀመር ቀኝ ማዕዘኑ ድረስ በቢላዋ መቁረጥ፤
8. ቀጥሎ ከላይኛው ቀኝ ማዕዘን ጫፍ በመጀመር ግራ ማዕዘኑ ድረስ በቢላዋ መቁረጥ፤



9. በዚህን ጊዜ አራት ባለ ሶስት ማዕዘን ሳንዱዊች ስለሚኖረን እያንዳንዳቸውን በስቴክኒ ወግቶ ማያያዝ፤
10. በሳህን ላይ አራቱንም ሳንዱዊች ካንደ ዝንጣፊ ሰላጣና ከድንች ጥብስ ጋር አድርጎ ማቅረብ፤
- ለክለብ ሳንዱዊች የሚውሉ ጥሬ እቃዎች ከተለወሱ በኋላ መቀመጥ አይቻልም፡፡ ሳይለወሱ ለየብቻ ማዘቅዘዣ ውስጥ አስቀምጦ ሲፈለጉ ለውሶ መጠቀም ይገባል

## 9 ቀዝቃዛ ምግቦች አዘገጃጀት



ሳላድ የሚባሉት በተለምዶ አነጋገር ሰላጣ የሚባሉትን ጨምሮ በቀዝቃዛው እንዲቀርቡ ሆነው የተዘጋጁ አትክልቶች እና የእንስሳ ውጤት ከሆኑ የምግብ አይነቶችም ጭምር ሊዘጋጁ የሚችሉ ናቸው፡፡

ሳላዶች በቀዝቃዛው የሚቀርቡ ቢሆንም በአዘገጃጀት ወቅት ግን በጥሬው ለምግብነት ሊውሉ የማይችሉ ጥሬ ነገሮችን በማብሰል መጠቀም ይቻላል፡፡

የተለያዩ አትክልቶችን በዚህ የአዘገጃጀት ሂደት መጠቀምም የተለመደ ነው፡፡ ይህ ደግሞ ውጤቶቹን በተለያዩ የአትክልት ቀለማት ያሸበረቁ እንዲሆኑ ያደርጋቸዋል፡፡

በጥሬው እንዲሁም ደግሞ በስለው ለሳላድ ማዘጋጃ የሚውሉትን የምግብ አይነቶች ተፈላጊውን ጣዕም እንዲያገኙ ለማድረግ የምንጠቀምባቸው እንደ ቀዝቃዛ ስጎ /ሶስ/ ያሉ ቅልቅሎች ድሬሲንግ /dressing/ በመባል ይታወቃሉ፡፡

**ጥንቅር /Composition/**

**ቤዝ /base/**

ዋናውን ሰላጣ ለማቅረብ ከማቅረቢያው ሳህን ላይ ከስር አንጥፈን ከላይ ተፈላጊውን /ዋናውን/ የሰላጣ አይነት ለማስቀመጥ የምንጠቀምበት ሲሆን ለዚህም የምንጠቀመው የሰላጣ ቅጠልን ነው፡፡ ይህም ሰላጣውን ለአይን ማራኪ እንዲሆን ያደርገዋል፡፡

ቦዲ /body/

ቦዲ ማለት ዋናው የሰላድ ክፍል ሆኖ ከቤዙ /base/ ላይ የሚቀመጠው ነው፡፡

ድሬሲንግ /dressing/

ከተለያዩ የምግብ ጥሬ እቃዎች ተዘጋጅተው ከሰላዱ ጋር በማቀላቀል ለሰላጣው ጣዕምና መልክ የሚሰጠው የሶስ አይነት ነው፡፡ ምሳሌ፡- ቬኒግሬት ድሬሲንግ

- ማየኔዝ ወዘተ የመሳሰሉት ናቸው፡፡

ጋርኒሽ /garnish/

- አንድ ምግብ በሚቀርብበት ጊዜ እንደማስዋቢያ እና እንድ ተጨማሪ ጣዕም እንደማስጌጫ የሚያገለግል ነው፡፡
- ማስጌጫው ሊበላ የሚችል ሊሆን ይገባል፡፡
- ከተሰራው ሰላጣ ማስጌጫነት የሚውለው ከዋናው ምግብ በቀለምም ሆነ በአይነት የተለየ ቢሆን ይመረጣል፡፡

## 9.1 ��ኒግሬት ሶስ

አስፈላጊ ጥሬ እቃዎች

- 3 — 6 የሾርባ ማንኪያ ዘይት
- 1 የሻይ ማንኪያ ሙስታርድ
- 1 የሾርባ ማንኪያ ኮምጣጤ
- ጨውና ቁንዶ በርበሬ

አዘገጃጀት

- ከላይ የተዘረዘሩትን ጥሬ እቃዎች በነዳጓዳ ሣህን አቀላቅሎ መምታትና በማቀዝቀዣ ማቆየት፤

## 9.2 ማየኔዝ ሶስ /Emulsified dressing/

አስፈላጊ ጥሬ እቃዎች

- 4 ትላልቅ የእንቁላል አስኳል
- 2 የሾርባ ማንኪያ ኮምጣጤ
- ½ ሊትር ዘይት
- 1 የሻይ ማንኪያ ነጭ ቁንዶ በርበሬ
- ½ የሻይ ማንኪያ ጨው
- 1 የሾርባ ማንኪያ ሙስታርድ
- 1 የሾርባ ማንኪያ የሎሚ ጭማቂ

አዘገጃጀት

1. የእንቁላሉን አስኳል ከነጩ መለየት፤
2. ሙስታርድ ጨምሮ ከአስኳሉ ጋር ማዋሃድ፤ ዘይት በጠብታ መልክ ያለማቋረጥ እየጨመሩ ጠቅለል እስኪል መምታት፤
3. ዘይት በጠብታ መልክ ያለማቋረጥ እየጨመሩ ጠቅለል እስኪል መምታት፤
4. ወፈር ሲል ዘይቱን እያደረጉ መምታት፤
5. ዘይቱ ሲያልቅ በጣም ሲወፍር የሎሚ ጭማቂ ኮምጣጤ ጨውና ቁንዶ በርበሬን ጨምሮ በደንብ ማዋሃድ

### 9.3 ድብልቅ ሰላጣ (ሚክስድ)/



አስፈላጊ ጥሬ እቃዎች

- 3 ዝንጣፊ ሠላጣ
- 200 ግራም ቲማቲም
- 200 ግራም ኪያር
- ግማሽ መካከለኛ ጭልፋ የደቀቀ ቀይ ሽንኩርት
- 1 የሾርባ ማንኪያ ኮምጣጤ
- 1 የሻይ ማንኪያ ሙስታርድ
- 1 የሻይ ማንኪያ ቁንዶ በርበሬ
- 1 የሻይ ማንኪያ ጨው
- 2 የሾርባ ማንኪያ ዘይት

አዘገጃጀት

1. ለጋ የሆነውን ሠላጣ መርጦ እያንዳንዱን ቅጠል በደንብ ማጠብ፤
2. ቲማቲም አጥቦ ረዘምና ቀጠን አድርጎ መክተፍ፤
3. ሠላጣውን በቀጫጭኑ መክተፍ፤
4. ኪያሩን አጥቦና ለሁለት ከፍሎ ፍሬውን ማውጣት፤
5. ኪያሩን በቀጫጭኑ ረዘም አድርጎ መክተፍ፤
6. በሌላ ሣህን ኮምጣጤ፣ ሙስታርድ፣ ጨውና ቁንዶ በርበሬ መቀላቀል፤
7. የተዘጋጀውን አትክልቶችና ሽንኩርቱን በሌላ ሣህን መቀላቀል፤
8. ውሀዱን ጨምሮ መደባለቅ፤
9. ዘይት ጨምሮ በዝግታ ማዋሃድ፤

### 9.4 የሩዝ ሰላጣ (ራይስ)ሳላድ/

አስፈላጊ ጥሬ እቃዎች

- 3 መካከለኛ ቲማቲም፤
- 200 ግራም ሩዝ፤
- 1 መካከለኛ የታሸገ የቆርቆሮ አተር፤
- 1 የሻይ ማንኪያ ቁንዶ በርበሬ፤
- 3 የሾርባ ማንኪያ ሺኒጋር ሶስ፤
- ½ የሻይ ማንኪያ ጨው፤

አዘገጃጀት

1. የሩዙን ሁለት እጥፍ የሚሆን ውሃ አዘጋጅቶ ጨው ጨምሮ መጣድ፤
2. ውሃው ሲፈላ ሩዙን መጨመር፤
3. ውሃውን ሲመጥ መብሰሉን አረጋግጦ ማውጣት፤
4. ቲማቲሙን ሲመጥ መብሰሉን አረጋግጦ ማውጣት፤
5. የታሸገውን የቆርቆሮ አተር ውሃውን ብቻ አስወግዶ አተሩን፣ ሩዙንና ቲማቲሙን መቀላቀል፤

## 6. ሺኒጋር ሶሱን በላዩ አፍስሶ ደባልቆ ማቅረብ፤

- ከላይ የተጠቀሙትን የማብሰያ እቃዎች አጥበንና አድርቀን በቦታው ማስቀመጥ፤
- ስናቀርበው በሳላድ ማቅረቢያ ሣህን በሌሎች የማስጌጫ ቅጠሎች አሳምረን ማቅረብ፤

### 9.5 የጥቅል ጎመንና የካሮት ሣላድ( ኮልስሎው)/

አስፈላጊ ጥሬ እቃዎች

- ½ ኪሎ ግራም ጥቅል ጎመን
- ½ ኪሎ ግራም ካሮት
- 3 የሾርባ ማንኪያ ማሸከር
- 1 የሻይ ማንኪያ ጨው
- 1 የሾርባ ማንኪያ ኮምጣጤ
- 1 የሻይ ማንኪያ ቁንዶ በርበሬ

አዘገጃጀት

1. የቆሽሽ ጥቅል ጎመን ካለ ማስወገድ፤
2. ንጹሁን አራት ቦታ በቁመቱ መቀረጥና ማጠብ፤
3. ግንዱን መጣልና ቅጠሉን እየጠቀለሎ በቀጫጭኑ መክተፍ፤
4. ካሮቱን አጥቦ መላጥና በካሮት መፈቅፈቂያ ሰፋ አድርጎ በሚያወጣው በኩል መፈቅፈቅ፤
5. ካሮቱንና ጥቅል ጎመኑን መቀላቀል፤
6. ኮምጣጤ፣ ማሸከር፣ ቁንዶ በርበሬና ጨው አዋህዶ ላይ ላይ ጨምሮ መቀላቀል፤

### 9.6 የመኮሮኒ ሰላጣ /ለ 4 ሰው/



አስፈላጊ ጥሬ እቃዎች

- 100 ግራም የተቀቀለ ማካሮኒ
- 50 ግራም በትንንሽ አራት ማእዘን የተከተፈ ቲማቲም፤
- 75 ሚሊ የቬኔግሪት ሶስ፤
- ጨውና ቁንዶ በርበሬ ለጣዕም፤

አዘገጃጀት

1. ሁሉንም በአንድ ላይ ቀላቅሎ በጨውና ቁንዶ በርበሬ መቀመጥ፤
2. በሣላድ ማቅረቢያ ሣህን ላይ ጨምሮ ማሳማሪያ ቅጠሎችን ተጠቅሞ ማቅረብ፤

## 10 የፓስታ እና ሩዝ አዘገጃጀት



ዱቄትነት ያላቸው ወይም ፋሪናሺየስ ምግቦች ብለን የምንመድባቸው ሩዝ እና ፓስታ ነው። የስታርች ይዘታቸው ከፍተኛ የሆነና ጥሩ የኘሮቲን መጠን ያላቸው ናቸው። እነዚህ የምግብ አይነቶች እንደአሰራራቸውና እንደተጠቃሚው ፍላጎት በዋና ምግብነት ወይም ከሌላ ምግብ ጋር እንደ ማባያ አለዚያም ደግሞ እንደ ሰላጣ ተሰርተው ሊቀርቡ ይችላሉ።

### 10.1 የፓስታ አበሳሰል

- ሰፋ ባለ ብረት ድስት በርከት ያለ ውሃ ጨውና ዘይት ጨምሮ ማፍላት፤
- በደንብ ሲፈላ ፓስታውን በተን አድርጎ መጨመር፤
- አልፎ አልፎ ማማሰል በጣም ሳይበስል ለጥርስ ያዝ ሲያደርግ (al dente) ማውጣት፤
- በማጥለያ በደንብ ማጥለልና በቀዝቃዛ ውሃ ማለቅለቅና እንደ አስፈላጊነቱ መጠቀም የሚቀመጥ ከሆነ ደግሞ ለአንድ ሰው በሚሆን መጠን በመከፋፈል በማቀዝቀዣ ውስጥ ማስቀመጥ ሲፈለግ ትንሽ ውሃ ጨውና ዘይት ሞቅ በማድረግ መጨመርና ወዲያውኑ ማውጣት፤

### 10.2 ፓስታ በቲማቲም ስጎ(ስፓጌቲ ዊዝ ቶማቶ ሶስ )

#### አስፈላጊ ጥሬ ዕቃዎች

- ½ ኪ.ግ ፓስታ
- 100 ሚሊሊትር
- 1 መካከለኛ ጭልፋ ፍሬው ወጥቶ በደቃቁ የተከተፈ ቲማቲም
- 150 ግራም የደቀቀ ቀይ ሽንኩርት
- 1 መካከለኛ የታሸገ የቆርቆሮ ቲማቲም ድልህ
- 1 የሻይ ማንኪያ ቁንዶበርበሬ
- ½ የሻይ ማንኪያ ጨው
- 2 የላውሮ ቅጠል

#### አዘገጃጀት

1. ቀይ ሽንኩርቱን በዘይት ማቁላላት፤
2. የቲማቲም ድልሁን በላዩ መጨመር፤
3. ትንሽ አቁላልቶ የተከተፈውን ቲማቲም ጨምሮ ማማሰል፤

4. ላውሮውን ጨውንና ቁንዶበርበሬውን ጨምሮና አስተካክሎ መጠጥ ሲል ማውጣት፤
5. ፓስታውን ለብቻው መቀቀል፤
6. ለገበታ ሲፈለግ በደረቅ ብረት ድስት ውስጥ ቀሪውን ቅቤ ጨምሮ ፓስታውን መለወስ፤
7. የተዘጋጀውን ማባያ በላዩ ላይ ጨምሮ ማዋሃድ፤

### 10.3 ፓስታ በአትክልት

#### አስፈላጊ ጥሬ ዕቃዎች

- 50ሚሊ ለትር
- 2 ሽንኩርት በቀጫጭን የተከተፈ
- 100ግራም ዝኩኒ በቀጫጭኑ የተከተፈ
- 100ግራም ካሮትበቀጫጭኑ የተከተፈ
- 350 ግራም ፓስታ
- 2 የሾርባ ማንኪያ ፓርስሊ በደቃቁ የተከተፈ
- ጨውና ቁንዶበርበሬ

#### አዘገጃጀት

1. ፓስታውን በበቂና ጨው ያለው ውሃ ውስጥ ጨምሮ ለጥርስ ያዝ እስኪያደርግ ድረስ ማብሰልና አጥልሎ ለብቻው ማኖር፤
2. ዘይቱን በመጥበሻ በማጋል ሽንኩርቱን መጨመርና ለ5 ደቂቃ ማቁላላት፤
3. የተቆረጠውን ካሮት ጨምሮ እስኪበስል ድረስ ከሽንኩርቱ ጋር ማቁላላት፤
4. የተቆረጠውን ዝኩኒ ጨምሮ እስኪበስል ድረስ ከሽንኩርቱ ጋር ማቁላላት፤
5. ከበሰለው ፓስታ ጋር በትኩሱ ቀላቅሎ እንደአስፈላጊነቱ ከበላዩ ፎርማጆ ቺዝ በመነስነስ ማቅረብ

### 10.4 ፓስታ አልፋርኖ /የተጋገረ ፓስታ/ ለ8 ሰው

#### አስፈላጊ ጥሬ ዕቃዎች

- 500ግራም ተቀቅሎ በደንብ የተጠነፈፈ ፓስታ
- 200ሚሊሊትር ዘይት
- 200 ግራም ቺዝ
- 5 መካከለኛ ጭልፋ ቢሻሜል ሶስ
- 5 መካከለኛ ጭልፋ ቦሎኔዝ ሶስ
- 3 እንቁላል

#### አዘገጃጀት



1. ፓስታውን ትልቁ ብረት ድስት ውስጥ በማድረግ ቦሎኔዝ ሶስና ሦስት ጭልፋ ቢሻሚል ሶስ መጨመር፤
2. በጭልፋ አገላብጦ በደንብ ማቀላቀልና እንቁላሉን ቤቶች በመጨመር ማዋሀድ፤
3. የዳቦ መጋገሪያ ትሪ ዘይት ቀብቶ የተዘጋጀውን ውሁድ እንደ ዳቦ መጠፍጠፍ፤
4. የተረፈውን ቦሎኔዝ ሶስና ቢሻሚል ሶስ በላይ ላይ በመቀባት መሸፈንና ቺዝ ላይ ላይ መነስነስ፤
5. የገበታ ቅቤውን በማንኪያ ቆራርጦ ላይ ላይ እያራራቁ ማድረግ፤
6. ዳቦ መጋገሪያ ውስጥ ከቶ ማብሰል ወይም በትልቅ ብረት ድስት በመጠፍጠፍ ባለይና በታች ከሰል አድርጎ መብላት፤
7. ወርቃማ ቀለም ሲያወጣ ማውጣት ፤
8. ቀዝቀዝ ሲል እንደዳቦ በደንብ አስተካክሎ በስምንት ቦታ ቆርጦ ማቅረብ፤

### ➤ ቢሻሚል ሶስ

**አስፈላጊ ጥሬ እቃ**

- 11 50 ግራም ፉርኖ ዱቄት
- 12 50 ግራም የገበታ ቅቤ
- 13 ½ ሊትር ወተት
- 14 ቅሩንፉድ የተሰካበት ቀይ ሽንኩርት

**አዘገጃጀት**

1. ቅብውን በጋለ ድስት ማቅለጥ
2. ዱቄቱን ጨምሮ ፍርፍር እስከሚል ማብሰል
3. ከምድጃ አውርዶ ወተት ቀስ በቀስ እየጨመሩ ማዋሀድ ሽንኩርቱን ጨምሮ የሚፈለገው ውፍረት እስኪመጣ ማብሰል

### ➤ ቦሎኔዝ ሶስ

**አስፈላጊ ጥሬ እቃ**

- 100 ግራም በደቃቁ የተከተፈ ባሮ ሽንኩርት
- 200 ግራም በደቃቁ የተከተፈ ቀይ ሽንኩርት
- 1 የሻይማንኪያ የተፈጨ ነጭ ሽንኩርት
- 50 ግራም በደቃቁ የተከተፈ ሴለሪ
- 300 ግራም የተፈጨ ስጋ
- 300 ግራም ፍሬው ወጥቶ የተከተፈ ቲማቲም
- 250 ግራም የተማቲም ድልህ
- ጨውና ቁንዶ በርበሬ
- 300 ሚሊ ሊትር ዘይት

**አዘገጃጀት**

1. ዘይቱን አግሎ አትክልቱን ማቁላላት
2. የተፈጨ ስጋውን በመጨመር ቡናማ እስኪሆን ማብሰል

3. የቲማቲም ድልህ ጨምሮ ማብሰል
4. የተከተሉ ቲማቲም መጨመር
5. ቅመማውን አስተካክሎ ማውጣት

## 10.5 ሩዝ በአትክልት

### አስፈላጊ ጥሬ እቃዎች

- 200 ግራም ሩዝ
- 50 ግራም የደቀቀ ቀይ ሽንርት
- 50 ግራም ካሮት በዳይስ ተቆርጦ የተገነፈለ
- 50 ግራም ፎሶፊየስ በዳይስ ተቆርጦ ተገነፈለ
- 100 ሚሊ ሊትር ዘይት
- ጨው እና ቁንዶ በርበሬ

### አዘገጃጀት

1. ሩዙን አጽድቶ ጨው ባለው ውሃ ማብሰል
2. ዘይት ማጋልና ቀይ እና ነጭ ሽንኩርት ጨምሮ ማቁላላት
3. የተገነፈለውን ካሮትና ፎሶፊየስ ጨምሮ ማቁላላት
4. የበሰለውን ሩዝ ከአትክልቱ ጋር ማዋህድ
5. ቅመማውን አስተካክሎ ማቅረብ

## 11. የሰጋ የዶሮና የአሳ ምግቦች አዘገጃጀት

### የሰጋ ኮትሌት / ለ 5 ሰው/



### አስፈላጊ ጥሬ እቃዎች

- ½ ኪሎ ግራም የሽንጥ ስጋ
- 3 የተመታ እንቁላል
- 200 ግራም የዳቦ ዱቄት
- 150 ግራም የፍርኖ ዱቄት
- 5 የሾርባ ማንኪያ ዘይት
- 3 የሾርባ ማንኪያ ቅቤ
- 1 የሻይ ማንኪያ ጨው
- 1 የሻይ ማንኪያ ቁንዶ በርበሬ

### አዘገጃጀት

1. ስጋውን ካጸዱ በኋላ አምስት ቦታ መክፈል፤
2. በስጋ መቀጥቀጫ እየቀጠቀጡ መጠፍጠፍ፤
3. የፍርኖ ዱቄት፣ ጨውና ቁንዶ በርበሬውን መደባለቅ፤
4. ስጋውን ድብልቁ ላይ ማገላበጥ፤
5. እንቁላል ውስጥ ነክሮ ማውጣት፤
6. የዳቦ ዱቄት ላይ መተምተም፤

### ስቴክ የጭቅና ስጋ ለ 5 ሰው

### አስፈላጊ ጥሬ እቃዎች

- 1 ኪሎ ግራም በስሱ የተቀራረጠ የጭቅና ስጋ
- 4 ራስ መካከለኛ ቀይ ሽንኩርት
- 100 ሚሊ ዘይት
- 1 የሻይ ማንኪያ ጨው
- ½ የሻይ ማንኪያ ነጭ ቁንዶ በርበሬ
- 2 የሾርባ ማንኪያ ቅቤ
- 100 ሚሊ ሊትር ነጭ የበሬ መረቅ
- 1 የሾርባ የወይን ጠጅ

### አዘገጃጀት

1. ስጋውን በስጋ መቀጥቀጫ መቀጥቀጥና ክብ ቅርፅ መስጠት፤
2. ሽንኩርቱን ልጦ በስሱ በክብ ቅርፅ መቆራረጥና ቀለበት መሰል ድርብርቦችን መለያየት፤
3. ሁለት የሾርባ ማንኪያ ዘይት በወፍራም መጥበሻ ላይ አሙቆ የተቀጠቀጠውን ስጋ እያገላበጡ እንዳይገነትር ለጥቂት ጊዜ አገላብጦ መጥበስ፤
4. ከጐኑ በሌላ መጥበሻ ላይ ቀሪውን ዘይት አግሎ ሽንኩርቱን ወርቃማ መልክ እስኪያመጣ መጥበስና ጨውና ቁንዶ በርበሬ ላይ ላይ ነስንሶ ማውጣት፤
5. ሶስተኛ መጥበሻ ላይ ቅቤ አቅልጦ መረቁንና ወይኑን መጨመር፤

ትንሽ እንደፈላ የተጠበሰው ስጋ ላይ

### ሚት ቦል

አስፈላጊ ጥሬ እቃዎች

- 1 ኪሎ ግራም የተፈጨ ስጋ
- 4 እንቁላል
- 1 የሻይ ማንኪያ ጨው
- 150 ግራም በደቃቁ የተከተፈ ቀይ ሽንኩርት
- 300 ግራም የዳቦ ዱቄት
- 2 የቡና ሲኒ በርበሬ
- 3 የሾርባ ማንኪያ ፍርኖ ዱቄት
- ሩብ ሊትር ዘይት
- 1 የሻይ ማንኪያ ቁንዶ በርበሬ

### አዘገጃጀት

1. ስጋውን በጨውና በበርበሬ መለወስ፤
2. ሽንኩርቱን ቀላቅሎ ማሸት፤
3. የፍርኖ ዱቄት፣ ቁንዶ በርበሬ፣ የዳቦ ዱቄትና የተመታውን እንቁላል በላይ ጨምሮ በደንብ ማሸት፤
4. በትንንሹ በኳስ መሰል ቅርጽ ድቡልቡል አድርጎ እየሰሩ ትሪ ላይ መደርደር፤
5. ሰፋ ያለ መጥበሻ ወይም ድስት ውስጥ ዘይት አግሎ መጥበስ፤
6. ወርቃማ ቀለም ሲኖረው እያወጡ የኬክ መጠቅለያ ወረቀት ላይ በማድረግ ማስቀመጥ፤

ሺሽ ክብብ / ለ 5 ሰው/



### **አስፈላጊ ጥሬ እቃዎች**

- 1 ኪሎ ግራም ቀይ ስጋ
- 5 ራስ መካከለኛ ቀይ ሽንኩርት
- 5 ትላልቅ ቃሪያ
- ፋብ ሊትር ዘይት
- 1 የሻይ ማንኪያ ጨው
- 1 የሻይ ማንኪያ ቁንዶ በርበሬ

### **አዘገጃጀት**

1. ስጋውን ጎረድ፣ ጎረድ አድርጎ መክተፍ፤
2. እያንዳንዱን ሽንኩርት ልጦ አራት ቦታ በቁመቱ ከተከተፈ በኋላ የሽንኩርቱን ድርብራቢ መለያየት፤
3. ቃሪያውን አጥቦ ፍሬውን ማውጣትና ለሁለት ሰንጥቆ ሶስት ቦታ መቁረጥ፤
4. ስጋውን አምስት እኩል ቦታ መክፈል፤
5. ሽቦው ላይ ስጋውን፣ ሽንኩርቱንና ቃሪያውን እያፈራረቁ የሺሽ ኪባብ ሽቦ ላይ መሰካት፤
6. በግሪል ወይም ወፍራም መጥበሻ ላይ ዘይት አሙቆ መጥበስ፤

## **11.2 የዶሮ አዘገጃጀት**

**የዶሮአሮስቶ ( ሮስትድ ችክን) /ለ 2 ሰው/**



### አስፈላጊ ጥሬ እቃዎች

- 1 በደንብ የፀዳ ዶሮ / ከ800 ግራም - 1 ኪሎ ግራም የሚመዝን/፤
- ሩብ ሊትር ዘይት፤
- 100 ሚሊ ሊትር /ቺክን ቦቶክ/፤
- 10 የሾርባ ማንኪያ ብሬድ ሶስ፤
- 1 የሻይ ማንኪያ ጨው፤
- 3 የሾርባ ማንኪያ የደቀቀ ሮዝመሪኖ፤
- 1 የሻይ ማንኪያ ቁንዶ በርበሬ፤
- 1 የሻይ ማንኪያ ሙስተርድ፤
- 2 የሾርባ ማንኪያ የደቀቀ ነጭ ሽንኩርት፤

### አዘገጃጀት

1.ቁንዶ በርበሬ፤ በርበሬ፤ ሮዝመሪኖ፤ ነጭ ሽንኩርት፤ ሙስተርድ፤ 6 የሾርባ ማንኪያ ዘይት ደባልቆ መለወስ፤

2.የዶሮውን ውስጣዊና ውጫዊ አካል በተዘጋጀው ውህድ እያሹ መቀባት፤

3.መጥበሻ ወይም ድስት ውስጥ ትንሽ ዘይት አግሎ እያገላበጡ ወርቃማ መልክ እስኪያወጣ መጥበስ፤

4.ቀሪውን ዘይት የዳቦ መጋገሪያ ትሪ ላይ አግሎ ዶሮውን ላይ ላይ ማድረግ፤

5.ዳቦ መጋገሪያ ውስጥ መክተት፤

6.እያገላበጡ የራሱን መረቅ ከላይ በመጨመር ማብሰል፤

7.ዶሮውን አውጥቶ ቺክን ስቶኩን በላይ ጨምሮ በማማሰል ወፈር ብሎ ሲንተከተክ ማውጣት፤

8.ጨውንና ቅመሙን አስተካክሎ በጠቅጣቃ ማጥለያ ማጥለል፤

9.የዶሮውን አሮስቶ በተዘጋጀው ማባያ ማቅረብ

በዱቄትና በእንቁላል የተጠበሰ ዶሮ (ፍራይድ ቺክን) ለ 2 ሰው

### አስፈላጊ ጥሬ እቃዎች

- 1 ዶሮ /800 ኪሎ ግራም - 1 ኪሎ ግራም የሚመዝን፤
- 1 የሻይ ማንኪያ ቁንዶ በርበሬ፤



- 1 የሻይ ማንኪያ ጨው፤
- 100 ግራም የፍርኖ ዱቄት፤
- 5 የተመታ እንቁላል፤
- 100 ሚሊ ሊትር ዘይት፤
- 100 ግራም የገበታ ቅቤ፤

### **አዘገጃጀት**

1. ዶሮውን መበለት ማለትም በመጀመሪያ አጭሬዎቹንና እግሮቹን ቆርጦ ማውጣት ከዚያም ክንፎቹን መለየት በመጨረሻም ሁለቱንም መላላጫዎች በቁመት ማውጣትና /የፈረሰኛውን ስጋ አብሮ እንዳይወጣ መጠንቀቅ ያስፈልጋል/ በደንብ ማጽዳት፤
2. እያንዳንዱን ክፍል በሥጋ መቀጥቀጫ ጠፍጠፍ አድርጎ ማዘጋጀት፤
3. የፍርኖ ዱቄት ጨውና ቁንዶ በርበሬውን መቀላቀል፤
4. የዶሮውን ስጋ በተዘጋጀው ዱቄት መለወስ፤
5. እያንዳንዱን የተመታው እንቁላል ውስጥ እየነከሩ ወዲያውኑ በጋለ ዘይት መጥበስ፤
6. ሥጋውን ትሪ ላይ መደርደር

### **11.3 የአሳ ምግቦች አዘገጃጀት**

**የዓሣ ኮተሌት(ፊሽ ኮትሌት ) ለ4 ሰው**



### **አስፈላጊ ጥሬ እቃዎች**

- 800 ግራም ቲላፒያ
- 1 የሻይ ማንኪያ ጨው
- 3 የተመታ እንቁላል
- 200 ግራም የፍርኖ ዱቄት
- 400 ግራም የዳቦ ዱቄት½ ሊትር ዘይት
- 4 መካከለኛ ሎማ

- ½ የሻይ ማንኪያ ቁንዶ በርበሬ

### **አዘገጃጀት**

1. ዓሳውን አራት ቦታ ከፍሎ በደንብ ካጸዱ በኋላ በስጋ መቀጥቀጫ ሳሳ አድርጎ መጠፍጠፍ፤
2. በሁለቱም ወገን እያገላበጡ ጨውና ቁንዶ በርበሬ መነስነስ፤
3. በሁለቱም ወገን እያገላበጡ የሎማ ጭማቂ ማድረግ፤
4. እያንዳንዱ ቁራጭ መጀመሪያ ፍርኖ ዱቄት ውስጥ አገላበጦ ቀጥሎ እንቁላል ውስጥ ነክሮ ማውጣት፤
5. ዳቦ ዱቄቱ ላይ እየተመተሙ ማስተካከል፤
6. በጋለ ዘይት መጥበስ፤

### **አሳ ጉላሽ**

#### **አስፈላጊ ጥሬ እቃዎች**

- -100ገራም በደቃቁ የተከተፈ ቀይ ሸንኩርት
- -100ግረም የቲማቲም ድልህ
- -100ግራም ፍሬው ወጥቶ በአራት ማእዘን የተከተፈ ቲማቲም
- -2 ፍሬው ወጥቶ በአራት ማእዘን የተከተፈ ቃሪያ
- -ጨውና ቁንዶ በርበሬ ለጣእም
- -150ግራም ፋርኖ ዱቄት
- -200ሚሊ ሊትር ዘይት

### **አዘገጃጀት**

- 1 አሳውን በተቀመመ ዱቄት አሳለፎ ቡናማ ቀለም እስኪያመጣ መጥበስ
- 2 ሸንኩርቱን በጋለ ዘይት ማብሰል
- 3 የቲማቲም ድልህ ጨምሮ አብሮ ማብሰል
- 4 የተከተፈውን ቲማቲም መጨመር
- 5 እሳቱን ቀንሶ የተጠበሰውን አሳ ማዋህድ
- 6 ቃሪያ መጨመር
- 7 ቅመማውን ማስተካከል
  - አጃቢ፣ ሩዝ እና የአትክልት ምግቦች

## የኢትዮጵያ ባህላዊ ምግቦች



### 12.1 ቦዘና ሽሮ /ለ 10 ሰው/ አስፈላጊ ጥሬ እቃዎች

- ½ ኪሎ ግራም ገንፍሎ የተከተፈ የበሬ ሽንጥ ወይም የታላቅ ስጋ
- 300 ግራም የደቀቀ ቀይ ሽንኩርት
- 150 ግራም ምጥን ሽሮ
- 4 የሾርባ ማንኪያ የደቀቀ ነጭ ሽንኩርት
- 3 የሾርባ ማንኪያ ርጥብ ቅመም
- ½ የሾርባ ማንኪያ ምጥን ሽንኩርት
- 100 ሚሊ ሊትር በጠጅ ወይም በውሃ የተበጠበጠ ርጥብ ቅመም
- 4 የሾርባ ማንኪያ ቅቤ
- 1 የሻይ ማንኪያ መከለሻ
- 2 የሻይ ማንኪያ ጨው

### አዘገጃጀት

1. ቀይ ሽንኩርቱን በሙቅ ውሃ ማብሰል፤
2. ምጥን ሽንኩርቱን መጨመርና በደንብ ማቁላላት፤
3. ውሃው ሲመጥ ስጋውን ጨምሮ በደረቁ እያሹ ማብሰል፤
4. ርጥብ ቅመም ጨምሮ በደንብ መንተከተክ፤
5. መረቅ እንዲኖረው ሙቅ ውሃ መጨመር፤
6. ሲፈላ ሽሮውን መነስነስ ወይም በጥብጦ መጨመር፤

7. በደንብ ሲንተከተክ ቅቤ ጨምሮ እንዲበስል መተውና የደቀቀውን ነጭ ሽንኩርት መጨመር፤
8. ርጥብ ቅመሙን ጨምሮ ማንተከተክ፤
9. ሳይወፍር ወይም ሳይቀጥን መከለሻ ጨምሮ ጨውን አስተካክሎ በትኩሱ ማቅረብ፤

## 12.2 የአትክልት አልጫ ወጥ

### አስፈላጊ ጥሬ እቃዎች

- -300ግራም በረጅሙ የተከተፈ ካሮት
- 300ግራም በረጅሙ የተከተፈ ፈሲሊያ
- 300 ግራም በረጅሙ የተከተፈ ድንች
- 300 ግራ በረጅሙ የተከተፈ ቀይ ሽንኩርት
- 50ግራም የተፈጨ ነጭ ሽንኩርት
- በቁጥር 2ፍሬው ወጥቶ የተሰነጠቀ ቃሪያ
- 100ሚሊሊትር ዘይት
- 2 የሻይ ማንኪያ እርድ
- ጨው ለጣእም

### አዘገጃጀት

1. ቀይ ሽንኩርቱን በውሃ ብቻ በነጩ ማብሰልና ዘይት መጨመር
2. ካሮቱን፣ ፍሶሊያውንና እርድ ጨምሮ በደረቁ ማብሰል
3. መጠነኛ ሙቅ ውሃ ጨምሮ ማብሰል
4. ድንችና ነጭ ሽንኩርት መጨመር
5. ቃሪያና ጨው በመጨመር አስተካክሎ ማውጣት

## 12.3 አዚፋ /ለ 7 ሰው/

### አስፈላጊ ጥሬ እቃዎች

- ግማሽ ኪሎ ግራም የተቀቀለ ድፍን ምስር
- 150 ግራም በጣም የደቀቀ ቀይ ሽንኩርት
- 150 ግራም በጣም የደቀቀ ቃሪያ
- 100 ግራም ሰናፍጭ
- 500 ሚሊ ሊትር ዘይት ወይም 100 ሚሊ ሊትር የሱፍ ውሃ
- 1 የሾርባ ማንኪያ ነጭ ቅመም
- 2 ፍሬ ጤናአዳም ጨፍለቅ ጨፍለቅ ደርቆ በሁለት የሾርባ ማንኪያ ውሃ ተበጥብጦ የተጠለለ፤
- ጨው ለጣዕም

### አዘገጃጀት

1. ቃሪያውን ቀይ ሽንኩርቱን በዘይት ወይም በሱፍ ውሃ ለብ ለብ ማድረግ፤
2. የበሰለውን ድፍን ምስር ትንሽ ጨፍለቅ ጨፍለቅ አድርጎ ድስቱን ከእሳቱ አውጥቶ በተዘጋጀው ሰናፍጭ በመጠኑ መለወስ፤
3. የጤና አዳሙን ውሃ መጨመር፤
4. ጨውንና ነጭ ቅመሙን አስተካክሎ ለገበታ ማቅረብ፤

#### 12.4 ቡጥጫ /ለአስር ሰው/ አስፈላጊ ጥሬ እቃዎች

- 200 ግራም የሽንብራ ዱቄት
- 2 የሾርባ ማንኪያ በጣም ደቆ የተከተፈ ዝንጅብል
- 5 የሾርባ ማንኪያ ዘይት
- 1 የሾርባ ማንኪያ ነጭ ቅመም
- 2 የሻይ ማንኪያ ጨው

#### አዘገጃጀት

1. ዝንጅብል ዘይቱን ከትንሽ ውሃ ጋር መጣድ፤
2. የሽንብራውን ዱቄት እንዳይጓጉል ለብ ባለ ውሃ መበጥበጥ፤
3. የፈላውን ዘይትና ዝንጅብል አውጥቶ የሽንብራውን ዱቄት እንዳይጓጉል በጥንቃቄ እየጨመሩ ማብሰል፤
4. ከተዋሃደ በኋላ ውሃ ጨምሮ ቶሎ ቶሎ እያማሰለ እንዳይጓጉል በጥንቃቄ ማብሰል፤
5. ለሰስ ያለ እሳት ላይ ወፈር አድርጎ መብሰል፤
6. ነጥ ቅመምና ጨው አስተካክሎ ማውጣት፤
7. ለገበታ ሲቀርብ በቀዝቃዛው ቢሆን ይምረጣል፡፡

#### 12.5 የአተር ፍትፍት

##### አስፈላጊ ጥሬ እቃዎች

- 11/2 ኩባያ አተር
- 2 ኩባያ የተከተፈ ቀይ ሽንኩርት
- 11/2 ኩባያ ዘይት
- 4 ኩባያ ውሃ
- ¼ የሻይ ማንኪያ ነጭ ሽንኩርት
- ½ የሻይ ማንኪያ የተፈጨ ደረቅ ዝንጅብል
- ¼ የሻይ ማንኪያ ቁንዶ በርበሬ
- 3 መካከለኛ በቁመቱ የተሰነጠቀ ቃሪያ

- ጨው ለጣዕም
- 4 እንጀራ

#### አዘገጃጀት

1. ሽንኩርቱን በድስት ማብሰል፤
2. ዘይቱን ጨምሮ ማማሰልና 2 ኩባያ ውሃውን መጨመር፤
3. አተሩን ጨምሮ ከ 5 እስከ 10 ደቂቃ ማብሰል፤
4. ነጭ ሽንኩርቱት፣ ዝንጅብልና ሁለት ኩባያ ውሃ መጨመርና አተሩን ማብሰል፤
5. ቃሪያና ጨው መጨመር፤
6. አውጥተን በሳህን ላይ እንጀራውን ጨምሮ ማዋሃድና በትኩሱ ወይም በቀዝቃዛው ማቅረብ

### 12.6 የሥጋ ጥብስ

#### አስፈላጊ ጥሬ እቃዎች

- 1 ኪሎ በኪዩብ የተቆረጠ ስጋ
- ½ ኩባያ ቅቤ
- 1 1/2 ኩባያ የደቀቀ ቀይ ሽንኩርት
- 1 ኩባያ በርበሬ
- ½ የሻይ ማንኪያ ኮረሪማ
- ¼ የሻይ ማንኪያ የነጭ ሽንኩርት /ዱቄት
- ¼ የሻይ ማንኪያ ጥቁር ቁንዶ በርበሬ
- ½ ኩባያ ወይን ወይንም ጠጅ
- ጨው ለጣዕም

#### አዘገጃጀት

1. ሽንኩርቱን በውሃ ያለ ቅባት ቡናማ ቀለም እስከሚበሰል ማቁላላት፤
2. በርበሬና ቅቤውን መጨመርና ማብሰል፤
3. ጠጁን ወይም ወይን መጨመር፤
4. ስጋውን መጨመርና 5 እስከ 10 ደቂቃ ማብሰል፤

### 12.7 የሽንብራ አሣ ወጥ

#### አስፈላጊ ጥሬ እቃዎች

- 250 ግራም የሽምብራ ዱቄት
- 3 የሾርቦ ማንኪያ ዘይት
- 100 ሚሊ ሊትር በጠጁ ወይም በውሃ የተበጠበጠ እርጥብ ቅመም



- 1 የሻይ ማንኪያ የደቀቀ ኮረሪማ
- 1 የሻይ ማንኪያ ነጭ ቅመም
- 1 የሻይ ማንኪያ ጨው

#### **አዘጋጅጅት**

1. የሽምብራውን ዱቄት በጠጅ ወይም በውሃ በተበጠበጠው ርጥብ ቅመም ኮረሪማ፤  
ጨውና ነጭ ቅመም ጋር በቀዝቃዛ ውሃ በወፍራም ማቡካት፤
2. በትንሹ እያድበለበለና ቅርጽ እየሰጡ በዘይት የወዛ ትሪ ላይ መደርደር፤
3. የጋለ ምጣድ ላይ መጥበስ፤
4. እያወጡ ደረቅ እቃ ላይ ማስቀመጥ፤
5. ማባያ /ሶስ/ ማዘጋጀት ሊወጣ ሲል ሽንብራውን መጨመር፤

**EDUCATION AND TRAINING YEKA BRANCH TVET OFFICE**

## **ADDITIONAL TVET POLICY, STRATEGY, STANDARD AND QUALITY FOR TVET INSTITUTIONS**

**Venue Sister Yemesrach Household Service TVET Training Institute from 2:30 up to 6:30**

**Addis Ababa Ethiopia**

**January 10 2020**

### **Content of the training**

1. Formative evaluation
2. Summative evaluation
3. Progress chart and record book must prepared in the TVET institutions
4. Definition of key terms
5. Key to Acronyms
6. Introduction
7. Objective
8. Quality
9. Quality assurance
10. Quality indicator
11. Quality assurance in TVET institutes

12. Standard

13. Standard setting in TVET institute

### **1. Formative Assessment**

- provides the learners with feedback regarding success or failure in attaining learning outcomes
- in TVET formative evaluation undertaken each learning outcome which found element marked for trainees Satisfactory Not Satisfactory their progress
- identify learning errors that need to be corrected
- reinforce successful performance
- provide information to teacher for making instruction and remedial work more effective

### **2. Summative Assessment**

Determines the extent to which competence have been achieved

Determines if the trainee can apply competence in a range of context

Result is expressed in the term 'competent or not yet competent'

3. Progress chart and record book must prepared in the TVET institutions including the following information

Trainees Name

Teacher's Name

TVET Program Title

Learning Modules covered

Date of Assessment

The performance of the learner is – Satisfactory Not Satisfactory

A. Demonstration with Oral questioning

B. Written Test

Did the learner's overall performance meet the required evidences / standards?

☐ Yes ☐ No

### **OVERALL EVALUATION**

☐ COMPETENT ☐ NOT YET COMPETENT

General Comments [Strengths / Improvements needed]

Learner's signature: Date:

Trainer's signature: Date:

## Definition of Operational Terms

*Assessment:* is the process of collecting evidence and making judgments on whether competence has been achieved.

*Benchmarking:* is a process of comparing best practices to the current one using a defined objective criterion. The process compares programs and strategic positions of similar organizations using reference points in the formation of organization decisions and objectives. Comparing how an industry performs a specific activity with methods of some other organization doing the same thing is a way to identify the best practice and to learn how to lower costs, reduce defects, increase quality, or improve outcomes linked to organization or company excellence.

*Competence:* is a broad concept comprising the possession and application of a set of skills, knowledge and attitudes which are necessary to successfully compete for jobs in the labour market; to be a productive and adaptable entrepreneur, employee or self-employed, and thus to contribute to personal empowerment in economic and social development. In brief, it refers to the possession of knowledge, skills and attitudes to the standard of performance required and the application of knowledge, skills and attitude required to complete a work activity to the standard expected in the workplace. The concept of competence focuses on what is expected of an employee in the workplace rather than the learning process, and embodies the ability to transfer and apply skills and knowledge to new situations and environments".

In brief, competent means to give work results. In two words competence comprises *knowing* and *doing*. The outcome of the two must be the expected result at work, being it product or service or decision. Therefore the concept focuses on what is expected from a worker rather than on the learning process. Competence includes all aspects of work performance, not only the ability to perform tasks and accomplish duties but also the dimensions of competence required.

### Core Competences:

#### Basic Competences:

*Common Competences:* are any of several skills or competences considered essential for people to participate effectively in the workforce. Common competences apply to work generally, rather than being specific to work in a particular occupation or industry.

*Common Skills:* are transferable skills that are common to almost all complex endeavors. They include skills such as communicating, problem-solving; curiosity, patience, flexibility, purpose, persistence, resilience; courage and creating that apply across all specific fields. They enable us to organize, adapt, and strategically apply our specific skills in new situations and circumstances.

*Competence Standard:* as used in, this term refers to industry-determined specification of competencies required for effective work performance. They are expressed as outcomes and they

focus on workplace activity rather than training or personal attributes and capture the ability to apply skills in new situations and changing work of an organization.

*Elements of Competence:* are main activities of a given competency and are described in outcome terms that a person must be able to perform in order to complete the work activity as indicated by the unit of competence.

*Task/Element:* is a discrete, assignable unit of work that has an identifiable beginning and end, containing two or more steps which when performed, leads to a product, service or decision. This is normally performed within specified period of time.

*Evidence Guide:* refers to a component of the unit of competency that defines or identifies the evidences required to determine the competence of the individual. It provides information on critical aspects of competency, underpinning knowledge, underpinning skills, resource implications, assessment method and context of assessment.

*Functional Analysis:* is a methodology or technique used for developing occupational standard, particularly the competencies inherent in a function which may be a broad function/an occupation or a specific job.

*Occupational Analysis:* is a Process or method for identifying the activities and requirements of workers and the technical and environmental factors of the occupation through observation, Interview and study. It comprises identifying the tasks involved in the occupation together with the skills, knowledge, attitudes and responsibilities that are required from the worker for the correct performance of the occupation, which facilitates its differentiation among the rest.

*Labor Market:* refers to employers as buyers and workers as sellers, the purpose of which is to match job vacancies with job applicants and to set wages.

*Labor Supply:* refers to the supply of workers, hours or effort for the production of goods and services, and is determined by the size of the population, and the number of hours worked by each individual.

*National TVET Qualification:* defines the different occupational qualification levels to be awarded. The levels detail, the scope and composition of qualifications and degree of responsibility a qualified person assume in the work place.

*Occupation:* is the type of work, which an individual does to earn a living, often defined in terms of the broad range of competences or duties required to do it.

## **Occupant:**

*Occupational Assessment:* is a process of determining if the person possessed the required competences stated in the occupational standard.

*Occupational Standard:* is composed of units of competence that define a particular scope of work resulting in a product, service or decision. It defines the competences that a person or individual must possess to be able to perform and be productive in the world of work.

*Performance Criteria:* are evaluative statements that specify what is to be assessed and the required level of performance.

*Qualification Framework:* is a quality-assured framework meant to serve as comprehensive, nationally consistent yet flexible system for giving recognition to the attainment of competence along the middle level occupations.

*Qualification:* comprises of packaged competencies. It represents a clear meaningful set-up in the workplace and is aligned with the TVET Qualifications Framework Descriptor. Depending on the breadth, depth and scope of competency, a qualification may fall under national level I to V. The certification awarded to a person as recognition of achievement of cluster/group of competence that meet industry requirements for useful work and in accordance with the title and description of the National TVET Qualifications Framework.

*Quality Assurance:* A planned and systematic activity of all actions necessary in developing an occupational standard to provide adequate confidence that an occupant will be able to do the intended work.

*Skills:* are the acquired and practiced ability used to carry out a task or job.

*Skilled Worker:* is a person who has acquired the competency based training required in performing a given work.

*Technical Skills:* are the knowledge, skill and attitude needed to accomplish in a given occupation.

*TVET-System:* describes the system elements at policy, organizational/ administrative and operational level (e.g. standardization, occupational testing, certification, technical teachers/ instructor training, accreditation, financing mechanisms, etc), identifies the actors (TVET providers and institutions, government, private sector, employers, learners, society at large, etc) and their roles, and defines the relationships between different actors and system elements with respect to TVET regulation, provision, facilitation and oversight in Ethiopia.

*Unit of Competence:* is a component of the competence standard stating a specific key function or role in a particular job or occupation serving as a basis for training an individual to gain specific knowledge, skills and attitude needed to satisfy the special demands or requirements of a particular situation.

*Government Wing:* includes sector leading ministries, TVET providers and institutions, policy-makers, etc.

*Industry Working Group:* is composed of representatives of industry practitioners, associations, organizations, TVET institutions, labor groups and concerned government agencies who are



working directly with in skills planning, standards development, assessment and certification, and promotion of TVET.

*Stakeholder:* is a person or organization used with an interest or concern in vocational education and training; including employers, trade unions, policy-makers, NGOs, clients and other institutions involved in human resource development and training.

### **Key to Acronyms**

EOS:	Ethiopian Occupational Standard
FA:	Functional Analysis
FTA:	Federal Technical and Vocational Education and Training Agency
GTP:	Growth and Transformation Plan
IDP:	Institutional Development Plan
IES:	Industry extension service
LMI:	Labor Market Information
MSE:	Micro and Small Enterprises
MoE:	Ministry of Education
M&E:	Monitoring and Evaluation
NTIDPM:	National TVET Institutional Development Plan Manual
NTQF:	National TVET Qualification Framework
NGOs:	Non Governmental organizations
OS:	Occupational Standard
OBTVET:	Outcome Based TVET
PBT:	Project Based TVET
SMART:	Specific, Measurable, Attainable, Realistic, Time-bound
SWOT:	Strengths, Weaknesses, Opportunities, Threats
TeCAT	Technology Transfer
TLTQF	Technical, Leaders and Trainers Qualification Framework
TVET:	Technical and Vocational Education and Training
TAP:	Technical Advisory Panel
TEP:	Technical Expert Panel
YBTVETO:	YEKA BRANCH TVET OFFICE

## Objective

The specific objectives of the manual are to:

- specify the guiding principle in occupational standards development
- identify the procedures in the analysis of units of competence
- align units of competencies with NTQF and coding of units
- state legal requirements of occupational standards
- reveal occupational standards approval process
- clarify uses of occupational standards to users
- indicate relationship of OS with curriculum
- spell out relationship of occupational standards and assessment tools
- outline the monitoring and evaluation in OS development and implementation
- elaborate management of occupational standard documents
- illustrate roles and responsibilities of different actors in the development of OS
- To understand principle of quality and roles and dimensions of standard in TVET training.

Organizations that have expressed interest in the movement of greater quality focus are:

- World Bank (WB),
- United Nations Educational Scientific and Cultural Organization (UNESCO),
- United Nations Educational Scientific and vocational organization of culture (UNEVOC)
- International Labour Organization (ILO)

## Background

### 1.1 Introduction

Survival in a globalized competitive environment demands and anticipates skilled, motivated, disciplined, adaptable and innovative workforce as well as technology to promote economic growth and development. In line with the Growth and Transformation Plan(GTP) of Ethiopia, it's believed

that the acquisition of such workforce and the transfer of technology can be realized, among other things through the provision of outcome-based Technical and Vocational Education and Training.

Demand Oriented TVET uses the Occupational Standard (OS) as an indicator of the target or expected outcome for TVET delivery. Accordingly, OS is a key factor in the view of matching the world of work with education and training. The reason is that occupational standard encompasses the competences that a person must possess to be able to undertake production, service and decision.

Therefore, it is important to create a comprehensive, coherent, integrated TVET system through the adaption and adoption of international best practices in to national standards, which could be used to design and develop program and curriculum for formal, non-formal and informal trainings delivered in different contexts to a variety of target groups as well as used as a base for Occupational Assessment and Certification systems.

This manual comprises three main parts. While *Part one* covers the general basic information. Part two encompasses the features of Ethiopian TVET system, guiding principles and features of Occupational Standard (OS), conceptual backgrounds of OS development and uses of OS. *Part three* deal with OS development procedures and the roles & responsibilities of stakeholders in OS development and quality assurance mechanisms.

The manual is the third revised version with some additional contents to that of the previous one to serve current demands. In the process, occupational standards development guidelines of different countries were consulted. Relevant experts are also involved in its development. It is prepared to provide procedures and method to be followed for developing occupational standards.

In development of this manual, emphasis is given to make the manual user friendly by agency and industry experts, curriculum and assessment tool developers and industry/sector managers. It is designed and developed by the Federal TVET Agency Technical working group with the intention of facilitating occupational standards development in a uniform way.

## 1.2 Scope of the Manual

The scope of this manual is to describe the resources required (best practices and practitioners experience), the process followed and quality assurance mechanism applied in the development, implementation, maintenance and management of occupational standards.

The manual concentrates on providing an outline of the method of functional analysis in the development of occupational standards, formulating the units of competence and matching these clusters of competences with the National TVET Qualification Framework.

## 1.3 Objective of the Manual

### 1.3.1 General Objective

This manual is prepared to provide guidance on what and how of developing occupational standards. It concentrates on providing an outline of the method of functional analysis in the development of occupational standards, formulate the units of competence and match these clusters of competences with the National TVET Qualification Framework. It also helps as a guide on ways to transform occupational standards to training programs, curriculum and assessment tools development for competence assessment. Furthermore, it helps to review and approve, and manage occupational standards.

### 1.3.2 Specific Objectives

The specific objectives of the manual are to:

- specify the guiding principle in occupational standards development
- identify the procedures in the analysis of units of competence
- align units of competencies with NTQF and coding of units
- state statutory and legal requirements of occupational standards
- reveal occupational standards approval process
- clarify uses of occupational standards to users
- indicate relationship of OS with curriculum
- spell out relationship of occupational standards and assessment tools
- outline the monitoring and evaluation in OS development and implementation
- elaborate management of occupational standard documents
- illustrate roles and responsibilities of different actors in the development of OS

### 1.4 Purpose of the Manual

The purpose of the manual is to serve as a working guide tool by providing basic information for users on OS development. The manual serves as a reference to conduct job analysis, to prepare occupational standards and coupled processes of program design, curriculum development, and assessment. Its purpose is to provide interested bodies; Industry and sector leading groups a guide line for developing occupational standards.

## 2.1 Features of Ethiopian TVET System

### 2.1.1 The National TVET Strategy

The general objective of the National TVET system as indicated in the Strategy (2008) With regard to labor market based occupational standards development and training delivery focused on outcome-based and demand orientation is:

“.... to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people.”

### 2.1.2 Guiding Principles of the National TVET System

In executing the general and specific objectives in the strategy document nine guiding principles and seven conceptual principles are emphasized to guide and define further development and implementation of the TVET system. These principles will be discussed below briefly from *the point of view of occupational standards development*, which is the subject of this document.

### 2.1.3 Guiding Principles

The guiding principles include: *demand-orientation; quality and relevance; equal access and equal opportunity; pathways; flexibility; life-long learning; and gender sensitivity.*

Demand-orientation:

This principle infer, all TVET programs have to be in line with and respond to the skill needs and qualification requirements in the economy, i.e., industries (labour market). This implies that TVET delivery will critically base and focus on enhancing the competitiveness of all economic sectors through a competent workforce and towards improving people’s employability (wage and self-employment) to attain national development program targets. This is achieved through various mechanisms of quality management:

- in aligning training programs with competence requirements in diversified fields of economic sectors(occupational standards);
- maintenance of training delivery strategies and resources (trainers, facilities and infrastructure, and materials,) and
- confirming attainment of occupational standards requirement through assessment and certification

**Quality and Relevance:**

An important mechanism for this will be the introduction of the system of occupational standards, assessment and certification to attain the highest quality and relevance of all TVET offers. Quality and relevance of TVET offers are assured through continuous support and guidance to training locations (institutions, companies) to achieve defined quality standards by improving human and material input resources.

### **Equal access and equal opportunity:**

In principle, occupational standards are developed by experts representing different size of industries, public and private in order to take into consideration competences applicable to different situations so that they maintain national features. Besides, the national features of the occupational standards enable and encourage all willing target groups to be advantaged in different forms of delivery (formal, non-formal, and informal) regardless of the locations they are working /living, level of educational attainment, ethnicity, sex, age, culture affiliation and physical disparity as occupations and development are universal.

### **Pathways:**

Development of occupational standards take into consideration hierarchal progression of unit of competences to aid vertical pathways and, organization of generic and sector common units which are non-repeatable in horizontal (between different TVET occupations and diagonal (between different qualification levels) mobility in training offer and competence assessment. This avoids time wastage and cost in all efforts to attain competences. Besides, it eases mobility within TVET system, general and higher education.

### **Flexibility:**

Occupational standards are developed having thorough analysis of different sizes of industries by representative experts for their acceptance by different levels of stake holders. Attainment of occupational requirements in TVET delivery is based on varied options considering range of variables stated in each unit of competence. Competence application also depends on the size of the industry and resources available to demonstrate competence. Hence, Occupational standards development approach has room for occupational requirements of the various target groups from MSE to heavy industries through hierarchal organized unit of competences to qualification levels. By doing so, occupational standards promote flexibility and lively development of the TVET offers, and guide how people can choose and proceed with their individual occupational careers.

### **Life-long learning:**

As guiding principles occupational standards guides training programs and alert the workforce to keep pace with latest occupational qualification requirements as the result of changes in technology and development in the organization of work. Hierarchical arrangement of discrete unit of competences enables occupants to upgrade their competence on the unit of competence(s)



incorporated in the qualification as the result of technology change through modular approach training throughout their life.

### **Gender sensitivity:**

Occupational standards are national standards elaborating requirements of knowledge, skills and attitudes expected from occupants to perform respective occupation to established workplace standard. As they are national standards, they apply to/ serve all citizens without discrimination providing equal opportunity for employment in any occupation they prefer as long as they prove occupational competence.

### **Contributing to environmental protection:**

Based on this guiding principle competences focusing on environmental issues are incorporated for all qualification levels based on the nature of the occupation implying environment friendly as critical requirement of work places. Thus, TVET contributes to environmental awareness and sustainable uses of scarce natural resources and minimized environmental pollution.

### **2.1.4 Conceptual Principles**

The conceptual principles comprise: making TVET institutions centers of technology capability accumulation & transfer; aiming at a comprehensive and integrated TVET system; stakeholders' involvement; public private partnership; outcome-based approach; decentralization; and efficiency in the TVET System.

### **Outcome-Based Approach**

The goal of the TVET system is to create a competent and adaptable workforce by filling-up skill gaps and skill shortages of different sectors of the national economy development. Attainment of the goal primarily demands setting of relevant occupational setting. This is because, Occupational Standards comprise unit of competences, which define the outcome of all training and learning expected by the labour market. In the outcome-based TVET system, TVET providers are obligated to enable trainees to develop the required knowledge, skills, and attitudes so that they are able to perform according to occupational standards, and prove their competences through assessment and certification. TVET system, therefore, is aligned into an outcome-based system through attainment of identified competences needed in the labour market.

### **Stakeholder Involvement**

TVET operates at the interface of different stake holders in all economic sectors of the economy should be involved. Thus, in order to serve the interest of the sectors, the TVET system must be steered and implemented with the involvement of a wide stakeholder group. Different stakeholders will contribute their own expertise, experience and capacities, in order that their combined efforts improve the relevance and effectiveness of the TVET system. The active involvement of different

stakeholders in quality assurance throughout the process; occupation identification, development and approval stages of occupational standards are the major roles to be noted.

### **2.1.3 National TVET Qualifications Framework (NTQF)**

The organization of qualifications is one of the most basic features of any system of education and training. The principles of a qualifications framework such as portability and transparency of qualifications lead to criteria with which all providers of qualifications are expected to comply. Qualification Framework establishes commonality across different qualifications and specifies qualifications in terms of standards, levels and outcomes. Qualification Framework embodies a principle of similarity which either involves a common approach to assessment across all qualifications or a set of criteria with which any specific assessment scheme has to comply.

#### **Similarly, NTQF:**

- Constitutes the key elements of the reformed outcome-based and demand-oriented Ethiopian TVET system with the aim to increasingly leading TVET towards the demands of the labor market.
- Encompasses all TVET qualifications in the country and rationalizes all TVET into a single nationally recognized qualification.
- Outlines the key pillars on which it rests namely; occupational standards, pathways and credit accumulation and transfer, and assessment and certification.
- Defines the value of qualifications, ensure that different qualifications are comparable, and facilitate horizontal and vertical mobility between different occupational areas and between different qualification levels.

NTQF defines the five levels of TVET Qualifications to be awarded and their respective level descriptors. The levels of qualifications and their descriptors explain the scope of knowledge, skills and abilities, which together make up competences, techniques of working, accountability and degree of responsibility, relationships and work environment a qualified person can assume in the workplace.

These descriptors provide important information on the characteristics of the work that people who hold specific qualifications should be able to perform including –

- problem solving capabilities
- information processing capabilities
- the operational environment in which work is performed
- level of knowledge and skills
- level of *responsibility and accountability*

The main features that distinguish NTQF from previous qualifications systems can

be summarized as follows:

- Qualifications are described in terms of a single set of criteria or a single definition of what is to count as a qualification.
- Qualifications are ranked on a single hierarchy expressed as a single set of levels each with its distinct level descriptors.
- Qualifications are classified in terms of a comprehensive set of occupational fields.
- Qualifications are described in terms of performance outcomes that are independent of the site, the form of provision and the type of pedagogy and curriculum through which they may be achieved.
- A national framework of qualifications provides a set of benchmarks against which any learning and/or RPL can be assessed in terms of its potential contribution to a qualification.
- All qualifications are defined in terms of unit of competences, which describe knowledge, skills and attitudes required to perform work to the standard required as per workplace requirement

### **Relationship of OS and NTQF**

When the OS is developed they are also matched with the National TVET Qualification Framework (NTQF). This is to determine the level of qualification as defined in the framework. The basis for aligning occupational standards with NTQF rests on analysis of unit of competences using level.

### **Globalization – Example**

- Australian Quality Training Framework (ATQF)
- Established in 2001 as a body for providing minimum quality standards for the registration of training organizations in Australia
- 2007, this body has gone beyond its prescriptive minimum-standards view of quality by introducing additional criteria called the “excellence criteria”
- Philippine TVET Qualification Framework (PTQF)
- Established in 2004 as a body for providing minimum quality standards for the registration of training programs and organizations in the Philippines.
- National Council on Technical Vocational Education and Training (NCTVET) Jamaica
- Established in 1992 as a body for providing minimum quality standards for the registration of training organizations in Jamaica.

- became a member of the Association of Commonwealth Examination and Accreditation Bodies (ACEAB) in 2000
- Now focusing on quality assurance for all TVET institutions in Jamaica

## **Guiding Principles in Occupational Standard Development**

Principles are basic rules and beliefs which guides actions in an outcome-led technical vocational education and training. These principles are described as follow:

### **2.1.5 Expressing Occupational Competence as Outcomes**

Occupational standards and TVET Qualifications are expressed as outcomes. This is the required end result for the assessment of competence. In this way, defining what has to be achieved rather than prescribing how it should be achieved provides the necessary flexibility and adaptability in an increasingly competitive international environment through allowing competence to be demonstrated in a number of ways. This is a fundamental characteristic of TVET Qualifications and the Occupational standards on which they are based.

Occupational standards need to be designed so that all aspects of competence in the occupational role are covered. This is important if TVET Qualifications are to promote efficient and effective outcome-led training. TVET Qualifications therefore need to be built around broadly based standards to ensure that individuals can cope with changes in their working pattern.

### **2.1.6 Considering Current and Future Market Demand**

The paradigm shift of TVET system is the orientation at the current and anticipated future demand of the economy. The major objective is to provide employers and occupants with common understanding of what is required for a particular employment in the labor market nationally as well as internationally. In this way, a perfect match of labor supply and demand will be achieved.

### **2.1.7 Considering Currently Recognized Occupations**

The Occupational Standard defines the national standard for a certain occupation. However, it should be observed that the OS needs to allow a certain amount of flexibility within the respective occupation that resulted from disparate national and local requirements as well as differences in requirements according to specific company contexts. An adequate concept including procedures and processes must be developed in a pragmatic way by adopting and adapting to the context in an existing suitable and proven approach for OS development.

### **2.1.8 Considering International Best Practices**

Global competitiveness demands competent work force and relevant technology. In this context, international best practices play a pivotal role as a reference and basis for the development of OS.

### **2.1.9 Flexible Form and Pathway in Occupational Standard**

Occupations should neither be too narrow nor too broad. Defining the occupation too narrowly may lead to qualifications which limit the job opportunities of the occupant; and defining the occupation too broadly may result in a TVET-program that requires more time and resources than is reasonable and in trainees who are not specialized enough to meet the specific occupational requirements of potential employers.

Therefore, occupational Standards are defined to reflect the range of variables of an occupation. The acquired occupational qualification shall be broadly transferable and marketable across the industries to have an impact on flexibility and mobility.

### **2.1.10 Considering Technology and Economic Change**

Occupational requirements change as a result of technological development. Therefore, periodical revision of OS is vital to maintain alignment of competencies required to meet the demand orientation of the labor market.

### **2.1.11 Involvement of Appropriate Stakeholders**

Working with the demand side is a key factor of OS Development process. The quality of Occupational Standards largely depends on getting the “right” experts from the demand side of the industry. With regard to experts representing the industry, it is important to cover the entire spectrum of the sector to reflect local disparities.

### **2.1.12 Getting an Approval from the Relevant Industry**

Occupational Standards are bases for program and curriculum design, training, assessment and certification for different training providers. Thus acceptance and recognition of all stakeholders need to be achieved.

The main issues related to guiding principles of occupational standards are :

- identifying the main roles and responsibilities within a defined occupational area
- including relevant technical, planning and problem solving skills, the ability to work with others and use information technology
- reflecting best employment practice — describing both existing and emerging practice
- describing what is essential for successful performance
- specifying what an individual needs to know and understand to do their job
- describing what an individual should achieve, not how they should do it
- including any statutory or legal obligations and health and safety requirements
- including any relevant environmental aspects which are critical to the competence
- capturing occupational characteristics such as ethics, values and creativity
- writing in plain language and in a format that makes sense to the people who will use them
- being free from any overt or covert discrimination against any sector of the community

- provide a satisfactory basis for the design of curriculum & assessment
- meeting the needs and have the support of all significant groups of employers and potential users
- distinguishing clearly between occupational standards and qualifications

### 2.1.13 Characteristics of Occupational Standards

#### 2. 1.13.1 Knowledge

OS include knowledge of facts, principles and methods which ensure that the person who measures up to the standard can be effective in other organizations, related job roles and work contexts and be better placed to deal with the unusual or unexpected experience.

Knowledge is used to describe what people need to know if they are to perform competently. The application of knowledge is fundamental to the concept of occupational competence and is one of the defining *characteristics* of occupational standards. Occupational standards show the outcomes of competent performance including the essential knowledge required.

More importantly, it covers the application of knowledge which underpins competent performance. This may be heavily dependent on a large and complex knowledge base, such as that of a professional discipline. However, in expressing knowledge, it is essential that standards setting bodies concentrate on the critical aspects of knowledge, specifying that it is useful to support the transfer of competence to new situations and different contexts.

Specifications of knowledge are essential to an effective definition of competence performance. Work on this aspect should, therefore, proceed in conjunction with the definition of competent performance.

Areas of knowledge which are integral to competent performance will be identified during the analysis of roles and responsibilities. The form, scope and application of knowledge will influence the expression of the occupational standards to produce a mix of:

- knowledge of relevant facts, theories and principles;
- How knowledge is applied in competent performance.

The essential knowledge needs to be made clear and written at a level of detail that will encourage consistency of interpretation. Where possible, links with the knowledge requirements in other units should be made. In some cases, it may be helpful to identify an overarching body of knowledge which a qualification covers. It is important, however, to ensure that for the purposes of assessment and certification, each candidate can achieve each unit separately.

#### **Clear specifications of knowledge include:**

- covering aspects of performance e.g. safe and healthy work practices;
- covering the different circumstances in which the standards need to be met;



- ensuring that performance can be transferred to an appropriate variety of situations;
- Indicating where the creative use and combination of knowledge should be sought.

**Knowledge specifications should not:**

- relate specifically to a single organization's requirements;
- lead to inconsistent interpretation, especially with respect to assessment;
- Be long lists of that which is desirable rather than essential.

**2. 1.13. 2 Skills**

Competence and skill are not the same things. People need skills to be competent, but competence is about applying skills, knowledge and attitudes to achieve a work function. Welding is a skill. Repairing a broken plough which involves welding is a function. Welding in itself has no purpose for an employer or customer but repairing a plough does. Being able to add and subtract is a skill. Producing a profit and loss account is a work function. You need one to do the other, but they are not the same thing.

**2. 1.13. 3 Attitude**

(To be completed)

**2. 1.14 Standard of Performance**

Occupational standards must show the standard of occupational competence to be reached for the stated outcomes. In this context, competence means the ability to apply knowledge, skills and attitudes to achieve effective performance to the standards required at workplace. This includes solving problems and being sufficiently flexible to meet changing demands.

In order that a candidate's competence can be assessed against the occupational standards, the standards need to outline clearly the quality of performance required for the outcomes contained in the units. They must enable users to distinguish accurately between competent and non-competent performance. Therefore, Occupational standards must be:

- clear, unambiguous and concise
- relevant and essential
- a basis for the consistent assessment of competence

**2.1.15 Breadth**

Breadth refers to depth and complexity of knowledge and skills that would prepare a person to perform in a range of varied activities or apply knowledge. Where there is a clearly defined range of contexts in which the choice of actions required is usually clear, there is limited complexity in the range of operations to be applied. *Performance of a prescribed range of functions* involves known routines and procedures and some accountability for the quality of outcomes. *Applications* may

include some complex or non-routine activities that involve individual responsibility or autonomy and/or collaboration with others as part of a group or team.

**Occupational standards must:**

- include relevant technical, planning and problem solving skills, the ability to work with others, the ability to apply knowledge and other skills which will enhance flexibility in employment and promotional opportunities;
- Ensure that the competence is broad enough to give flexibility in employment and be capable of adaptation to meet new and emerging occupational patterns.

In order that occupational standards cover all aspects of occupational competence, they must include all relevant skills required for a modern and flexible workforce. Many of these skills are covered by the common units.

## **2. 1.14 Features of Occupational Standard**

Occupational standards specify the standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively. Therefore, occupational standards possess the following features those distinguish them from other standards.

### **2. 1.14.1 National Nature**

**Occupational Standards are national because they;**

- Apply to the whole of country and can only be developed by sector leading agency/Employers with involvement of relevant stake holders (industry experts, professional Associations, civic associations, etc.)
- Are not individual company standards. Individual organizations sometimes develop standards or competence frameworks. Some of these may look like OS, but they are not. OS can only be developed by involving a representative sample of organizations in the occupation to which the OS apply. This will include large, medium-sized small and ‘micro’ organizations self-employed. Depending on the sector, the sample may include organizations that specialize in certain products and services and those that are more general. OS, therefore, are genuinely representative of a sector as a whole and in all parts of the country, not just for one organization.
- Are approved at national-level. This approval process involves sector ministries and associations delegated by the federal government in the approving through the Federal TVET Council. They are agreed by employers and employee representatives.

### **2. 1. 14.2 Occupational Nature**

**Occupational Standards are Occupational because they;**

- define all the key functions someone should be able to carry out in an occupation – for example, crop production, human resource management, Instrumental playing, Automotive engine servicing, furniture making, plumbing, etc.
- describe occupational functions, i.e., OS is designed by analyzing an area of work, mainly using the input of employers and others who have a close interest in the occupation – practitioners, professional bodies, professional associations and trade unions, where relevant.

#### **2.1.14.3 Occupant Standards**

**Occupational Standards are *occupant standards* because they;**

- Describe not just the essential things that people in an occupation must be able to do, but also cover the outcomes they must achieve.
- Represent a consensus view amongst a variety of employers that they describe best practice. Because they need official approval, they cannot be varied until they have been through official review, updating and re-approval.

The analysis of the occupational area is not static and the nature of occupations can change with employers seeking new skills and knowledge. Hence, like all other standards, OS must be kept up-to-date. Once they are developed and published, their use should be monitored over time.

The process of developing standards therefore requires review and revision with opportunities for feedback to allow appraisal and reworking. This will ensure that standards cover all the aspects required in the occupation and that all components of occupational competence are covered.

#### **2.1.14.4 Dimension of Competence**

Effective workplace performance requires not only isolated technical skills, but the knowledge and attitudes to apply those skills in routine and non-routine situations. People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments.

In a net shell, to be competent means to give work results. In two words competence comprises *knowing* and *doing*. The outcome of the two must be the expected result at work, being it product or service or decision. Therefore the concept focuses on what is expected from a worker rather than on the learning process. Competence includes all aspects of work performance, not only the ability to perform tasks and accomplish duties. The table below summarizes the four dimensions of competence required to be possessed by competent occupant

<p><i>Task skills:</i></p> <p>Ability to complete a work activity to the required standard. This means being able to perform the individual specific actions as well as the whole task.</p> <p>e.g. use a photocopier</p> <p>Task skills are usually described in elements and performance criteria</p>	<p><i>Task management skills:</i></p> <p>Ability to deal with a combination of these tasks (managing a number of different tasks) and performing them at the expected level of performance. This means working efficiently to meet deadlines, handle a sequence of interrelated tasks, and progress smoothly between tasks.</p> <p>e.g. select a right paper and functions.</p> <p>Task management skills are usually found in the performance criteria, underpinning knowledge and skills, and sometimes in range statements</p>
<p><i>Contingency management skills:</i></p> <p>Ability to deal with unexpected situations (problems and irregularities) which might occur while working, such as:</p> <ul style="list-style-type: none"> <li>• breakdowns</li> <li>• changes in routine</li> <li>• unexpected or atypical results or outcomes</li> <li>• difficult or dissatisfied clients</li> </ul> <p>e.g. clear paper jams</p> <p>Contingency management skills are usually found in the critical aspects of competence, performance criteria, underpinning knowledge and skills, and sometimes in range statements</p>	<p><i>Job role/ environment:</i></p> <p>It refers to capacity to integrate tasks in the work environment. It is dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as:</p> <ul style="list-style-type: none"> <li>• working with others,</li> <li>• interacting with clients and suppliers</li> <li>• complying with standard operating procedures,</li> <li>• Observing enterprise policy and procedures.</li> </ul> <p>e.g. liaise with team members on print job requirement</p> <p>Job role/kills are usually covered environments in common competences and, underpinning knowledge and skills</p>

**Table 41: The four dimensions of competence**

The dimensions that apply to a work task may be found in the different parts of a unit of competence, that is, in the elements, the performance criteria, and the range of variables statement or evidence

guide. Not every unit of competence will necessarily contain all four dimensions, however, in a group of units they should be covered effectively.

Dimensions of competence must be taken into account when an assessor is gathering evidence of a candidate's competence for a unit, and assessment should be designed to address these accordingly. Case studies, questions, simulated work events, and "what if" scenarios are useful strategies for trainers to use to assist learners to acquire and demonstrate these capabilities. Working with the dimensions of competence highlights some critical points for assessors:

- It's important to know what's inside a unit of competency – more than just the performance criteria.
- Having a good understanding of what the work involves also helps an assessor interpret the unit of competency.
- Watching a person use their skills is not enough. It's critical for assessors to ask questions that explore the candidate's knowledge of the job and their ability to solve problem.
- An assessment (including RPL) that doesn't explore dimensions of competency is not a valid assessment.
- Assessment of these skills also needs to be recorded so that the assessment is NTQF compliant.

## **2.2. Statutory and Legal Requirements**

Occupational standards must include any statutory or legal obligations. Complying with the law is an essential component of competent performance. A competent individual must understand and be able to work within legal constraints. The most obvious areas in which legal requirements will influence statements of competence are the:

- requirements and responsibilities imposed on individuals and organizations such as health and safety or age constraints
- legal constraints affecting specific occupational practice, such as confidentiality, and the giving of advice or disclosure
- implications of someone not complying with legal requirements
- thinking through legal implications early in the process of defining competence will contribute to the quality and breadth of the final Occupational Standards

### **2.2.1 Health and Safety**

Occupational standard must include any health and safety requirement. It needs to cover any hazards associated with the workplace and the nature of the risk involved. It is important that the occupational standard must identify the health and safety requirements clearly and specifically. Aspects of health and safety may be embedded within units or be contained in separate unit depending on the specific requirement of the sector.

As standards are tested for their adequacy in the course of the development process, health and safety issues should be examined comprehensively. They should be seen as integral to competence and be expressed in terms of 'safe performance'.

### **2. 2.2 Environmental Aspects of Competence**

Occupational standards must include any relevant environmental aspects which are critical to competence. Care and concern for the environment is now a key issue both globally and locally. There are signs of growing demands from employers, employees and the wider community for increasing positive environmental action.

Occupational standards need to ensure that all relevant environmental aspects have been covered. In some occupations, particularly high risk areas, the views of environmental regulators are important and should be sought.

### **2. 2.3 Ethics and Values**

Occupational standards must include any relevant occupational characteristics which are ethical, creative or value based. They should seek to capture all the various occupational demands which may be identified as creativity, ethics and values. This involves making explicit the characteristics of effective performance which are subsumed under these broad terms.

Ethics and values in the context of occupational standards refer to the ethical framework for the occupational role. It is important to address this issue early in the standards development process. It normally involves two stages:

*First*, Identifying the possible issues for consideration. This may be approached through agreeing a framework of ethical principles for the occupational area;

*Second*, integrating these issues into occupational standards. Considerably, methods of identifying ethical issues may vary between sectors.

Therefore, a number of sources will need to be considered including:

- Mission statements, written codes of practice, ethical guidelines and procedural guides, statements of entitlement and charters etc.
- complaints received from the public about services
- case studies
- quality assurance procedures
- client and stakeholders needs, rights and expectations

### **2. 2.3 Language**

Occupational standards must be written in plain language and in a format which is easily understood by those who use the standards. Consistency of assessment can be enhanced through a shared understanding of the occupational standards. It is important that the language of the standards is



acceptable to the people who use them (employers, assessors and candidates). The occupational standards should be expressed in a language and style that makes sense to the above users. It is also important to make sure that the meaning of words used to describe the competence is clear and unambiguous. English language is used to develop the original National occupational standards development so that translation in to the other local languages will follow.

## **2. 2.4 Addressing Access, Equity, Gender & Cultural Diversity**

The occupational standards must reflect the range of knowledge, skills and attitudes required in the Industry. They are written in a non-exclusive manner so as to increase the participation rates of females and under-represented groups to minimize unintentional bias.

As a matter of policy, the occupational standards do not exclude anyone from participating in standards development, training and employment. This includes encouraging under-represented groups such as women, people with disabilities, and people from rural and remote areas or cultural diversity to join the Industry.

Occupational standards must be free from any overt or covert discrimination against an individual either in *the wording* or *content*. Thus, standard setting bodies should ensure that the standards promote equality of opportunity and access to TVET Qualifications.

Equal opportunities principles should be clearly specified within the Occupational Standards, reflecting both legislation and the principles of TVET Qualifications. Occupational standards should embody equality of opportunity in their design. There are two aspects to this:

- Occupational standards should be free of any requirement or wording that discriminates in an unjustified way against beneficiaries;
- Occupational standards should be free of any requirement which has the effect of unfairly discriminating against any individual. This reflects current legislative requirements and society's concern with promoting equality of opportunity.

## **2. 3 Uses of Occupational Standards**

Occupational standards are statements of work performance reflecting the ability to successfully complete the functions required in an occupation, as well as the application of knowledge, skills and understanding in an occupation. Hence, Occupational standards in their essential form specify the *standard of performance* an individual must achieve when carrying out a *function in the workplace*, together with the *knowledge they* need to meet that standard consistently. Essentially OS are benchmarks of good practice. On the basis of the above intent OS among many uses serve the following purposes.

### **a) Serve as Basis for Curriculum Development**

Occupational standards are defined in terms of *activities performed* by a person in a given occupation whereas education and training standards are developed from the activities defined in occupational standards, and they include *learning outcomes and learning activities* which ensure that the necessary skills and knowledge are developed by a person to enable him or her to perform at an agreed level in an occupation.

In cognizant of the aforementioned facts occupational standards will serve as bases for developing competence based TVET curriculum. Thus; competence based curriculum development and revision is a systematic, logical, and dynamic process for achieving organized TVET training. In this case, occupational standards enable curriculum developers/educators to logically articulate the characteristics of the competent graduate and the curriculum design, as well as the content, teaching and training methods and material, assessment of trainees' achievement, and TVET program evaluation.

All the curriculum development and designs must have concern with learners, subject matter, and training processes. And the key to good competency based TVET curriculum or module design is to build logical links among desired outcomes, teaching and learning methods, and the assessment of trainees' learning based on the occupational standard at hand.

To sum up, Occupational Standards describe the work that is performed. Curriculum describes the training that a person needs to take in order to perform the work described in the occupational standards. The figure below illustrates the relationship of Occupational standard and TVET curriculum and how occupational standards are transformed into the TVET curriculum.

**Table 42: Transforming OS in to Curriculum**

Occupation Standard component	Curriculum component
<i>Occupational standards title</i>	Training program title
<i>Unit of Competence Title</i>	Module title
<i>Unit Competence Code</i>	Module code
<i>Unit Descriptor</i>	Module description
Element of Competence	Learning Outcome
Performance Criteria	Assessment criteria
Range of Variables	<ul style="list-style-type: none"> <li>• Content</li> <li>• Resource conditions</li> </ul>

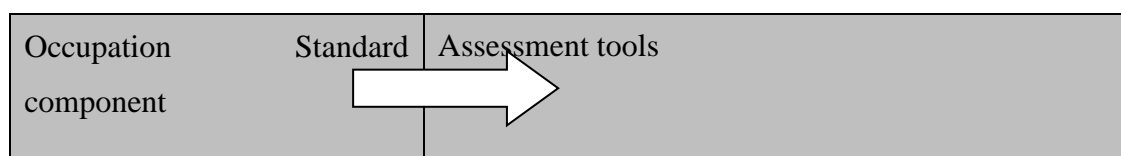
Critical Aspects of competence	<ul style="list-style-type: none"> <li>• Contents</li> <li>• Learning outcomes</li> </ul>
Underpinning knowledge and attitudes	<ul style="list-style-type: none"> <li>• Contents</li> <li>• Learning strategies</li> <li>• Assessment criteria</li> </ul>
Underpinning skills	<ul style="list-style-type: none"> <li>• Contents</li> <li>• Learning strategies</li> <li>• Assessment criteria</li> </ul>
Resource implications	Resource conditions <ul style="list-style-type: none"> <li>• References</li> <li>• Infrastructure</li> <li>• Consumable materials</li> <li>• Tools and equipment</li> </ul>
Methods of Assessment	<ul style="list-style-type: none"> <li>• Assessment methods</li> <li>• Learning strategies</li> </ul>
Context of Assessment	

#### b) Serve as basis for assessment

Occupational Standards must provide a satisfactory basis for assessment. They should be written in a way which enables the awarding body to develop the detailed assessment instruments and guidance for an NTQF. The standards developing team need to ensure that the requirements for performance evidence, Knowledge are clearly identified, and that the language of the standards is understandable by users in order to be used for assessment purposes.

The general principles for assessment of occupational competence are stated in the OS in the context of assessment part. This includes the acceptability of simulation and the conditions under which it should be used (context of assessment), information on occupational expertise of assessors and verifiers, and how independent assessment or other equally effective external quality control on assessment is to be achieved.

**Table43: Transforming OS in to Assessment Tool**



<i>Occupational standards title</i>	Occupational standards title
<i>Unit of Competence Title</i>	Project title (unit based)
<i>Unit Competence Code</i>	Unit Competence Code
<i>Unit Descriptor</i>	Project description( unit based)
Element of Competence	Task in project
Performance Criteria	Evidence plan
Range of Variables	<ul style="list-style-type: none"> <li>• Assessment items content</li> <li>• Resource conditions</li> </ul>
Critical Aspects of competence	<p>Knowledge and practical tools</p> <p>Critically required to be observed and demonstrated, performed to the required standards contents</p>
Underpinning knowledge and attitudes	<p>Knowledge tool</p> <ul style="list-style-type: none"> <li>• Demonstrable through Oral questioning, expression/interview/ and written tests</li> </ul>
Underpinning skills	<p>Practical tool</p> <ul style="list-style-type: none"> <li>• Demonstration and observation oral questions</li> <li>• Learning strategies</li> <li>• Assessment criteria</li> </ul>
Resource implications	<p>List of resources to undertake assessment</p> <ul style="list-style-type: none"> <li>• Consumable materials</li> <li>• Tools and equipment</li> <li>• OH &amp; S requirements</li> <li>• Information sources</li> </ul>
Methods of Assessment	Assessment methods

Context of Assessment	<ul style="list-style-type: none"> <li>• Written/oral/interview</li> <li>• Practical</li> </ul>
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### **c) Basis for Human Resources management and development**

Although OSs are often used to build qualifications and training programs, sectors, organizations or individuals can use OS as the platform for almost any other aspect of human resource management and development to improve their performance, for example:

#### **Organizations can use OS to:**

- performance appraisal and development systems
- Reflective practice and continuing professional development.
- identify and plan personnel requirements
- develop job descriptions and person specifications for staff and volunteers
- design and implement recruitment and selection processes
- design, deliver and evaluate short term training
- assure quality of staff and volunteer performance across the organization
- meet the indicators for external accreditation, such as Investor in People
- use common standards of performance and quality in partnerships with Other organizations and agencies
- demonstrate the competence of the organization when applying for funding, or tendering for projects
- provide links to the requirements of professional bodies

#### **Managers can use OS to:**

- provide induction for staff
- audit the skills required in an occupation;
- identify an individual's development needs
- plan appropriate development and training
- review the relevance of existing training programs;
- improve the methods used in an occupation;
- establishing a basis for accurate staff recruitment;
- evaluate the performance of staff;
- planning and problem solving;
- provide individuals with necessary coaching and mentoring support
- delegate responsibilities to staff

- ensure that individuals and teams achieve their objectives
- use nationally agreed criteria to carry out performance reviews fairly and consistently

### **Individuals can use OS to:**

- develop their self confidence and enhance their personal and professional effectiveness
- track their skills against the requirements of a specific occupational area
- ensure best practice at work
- comply with statutory requirements
- receive constructive and objective feedback from their manager and others
- build a bridge from unpaid to paid work
- gain a nationally-recognized qualification

## **2. 3. Components of Occupational Standard**

### **2. 3.1. The Format of Occupational Standards**

In a national context, standards should be developed around a broad common format. A common format allows the recognition of competences across occupation; and a shared understanding of what an occupational standard mean. The development of a common format for occupational standards enables the promotion of national consistency and help to ensure that standards are easily understood by various users, i.e. employers, human resource managers, training planners,' trainers, and individuals.

The format details the sequencing, wording and layout for the occupational Standard, and comprises a description of the occupation with all the key components of a unit of competence and includes the following:

#### **1. Cover page comprises:**

- Logo of ministry of education (right) and federal TVET Agency (left)
- Title of occupational standard and NTQF levels included
- Octagon(eight-sided) shape with pictorial illustration of different representative disciplines
- Date of development
- Footer table: comprises page, copyright information, name of occupational standard, version number and date of development of the version

#### **2. Introduction (Title case, Centered, Font 14 and Bold)**

#### **3. Unit of competence chart-** The chart shows overviews of all Units of Competence for the respective level including the Unit Titles and the Unit Codes. It indicates cluster of unit of



competences for each qualification level included in the occupation in descending order from highest level of qualification to the lowest level

4. **Details of Unit of Competences** – This is the main body of the document which present

Details of the units indicated in *Unit of Competence Chart*

5. **Occupational map- presents types of occupations,** hierarchical structure of the qualification levels in the occupations and/or related occupations and the pathways in the sector/sub-sector. In the occupational map light yellow is used for level one, dark yellow for level two, and green for level three, pink for level four and blue for level five.

<i>Variable</i>	<i>Range</i>
<i>Cleaning equipment, supplies and materials</i>	<ul style="list-style-type: none"> <li>• Brooms</li> <li>• Dust pan and brush</li> <li>• Cleaning implements</li> <li>• Floor carpet</li> <li>• Water hoses</li> <li>• Bucket</li> <li>• Dining table</li> <li>• Water pitcher</li> <li>• Table cloth</li> <li>• Flowers</li> <li>• Bed w/bed cover</li> <li>• Spoon and Fork</li> <li>• Knife and Plate</li> <li>• Wine glass</li> <li>• Serving utensils</li> <li>• Table napkin</li> <li>• Flat sheets</li> <li>• Fitted sheet</li> <li>• Cob-webber</li> <li>• Hoses</li> <li>• Paper towel</li> <li>• Flower vase</li> <li>• Drinking water</li> <li>• Serving tray</li> <li>• Cleaning detergent</li> <li>• Scrubbing foam</li> <li>• Pillow and case</li> <li>• Bed mattress</li> <li>• Dish pan</li> <li>• Dish sponge/dish cloth</li> <li>• Pan with hot water</li> <li>• Rolled newspaper</li> <li>• Cleaning rag</li> <li>• Sponges /scourer</li> <li>• Squeegees (various sizes)</li> <li>• 'A" frame ladders</li> <li>• Extension poles</li> <li>• Drop sheets</li> <li>• Wax paper/aluminum foil</li> <li>• Talcum powder</li> <li>• Bowl cleaner</li> <li>• Toilet disinfectant</li> <li>• Acid cleaner</li> <li>• Soup plate w/bowl</li> <li>• Drinking glass/goblet and cups</li> <li>• Serving dish</li> <li>• Rubber spatula</li> <li>• Floor mop</li> <li>• Toilet bowl swab</li> <li>• Toilet caddy</li> <li>• Spray bottle</li> <li>• Guess model</li> <li>• Antistatic duster/cleaning cloth</li> <li>• Vacuum cleaner with circular brush</li> <li>• Glass cleaning equipment</li> </ul>

## Annex 1: Tools equipments and machines for the program

### 2. Domestic help level I

#### 1.1 Tools (the following tools are included but not limited)

- Brooms
- Dust pans and brushes
- Cleaning implements
- Water hoses
- Buckets
- Lint free cleaning cloths
- Squeegees
- Scrubbing foam
- Dish pans
- Dish sponges
- Rubber spatulas

- Floor mops
- Spray bottles
- Anti-static dusters
- Cobwebbers
- Cleaning rags
- Dust mops
- Gloves
- Aprons

**1.2 Equipments and machines (the following Equipment and machines are included but not limited)**

- Steam pressers
- Utensils and plates/ serving pieces
- Pans
- Beds
- Broiler
- Coffee maker
- Electric opener
- Garbage disposal units
- Portable heater
- Range (electric/gas)
- Stove (electric/gas)
- Tilting skillet
- Washing machine
- Electric fans
- Air-conditioning units
- Overhead projector
- Projector screen
- Weighing scale
- Bulletin board
- Armed chairs
- Directional signage
- Emergency lights
- Fire extinguishers
- Office tables
- Instructor's desks

- Conference table
- Computer table
- Telephones
- Wall clocks
- Steel cabinets w/ locks
- First aid cabinet
- Computer units
- Camera (still or video)
- Multimedia equipment
- Sound system
- Vacuum cleaner
- Toilet caddies
- “A” frame ladders
- Food processor
- Grills
- High pressure steamer
- Microwave oven
- Oven (electric/gas)
- Refrigerator
- Tilting skillets
- Toaster
- Electric knife
- Blender/juice maker
- Rice cooker
- Dish washers
- Driers
- Irons
- Ironing boards
- Steam pressers

### **3. House hold service Level II**

#### **1.1 Tools(the following tools are included but not limited)**

- Brooms
- Dust pans and brushes

- Cleaning implements
- Water hoses
- Buckets
- Lint free cleaning cloths
- Squeegees
- Scrubbing foam
- Dish pans
- Dish sponges
- Rubber spatulas
- Floor mops
- Spray bottles
- Anti-static dusters
- Cobwebbers
- Cleaning rags
- Dust mops
- Gloves
- Aprons

**1.2 Equipments and machines (the following Equipments and machines are included but not limited)**

- Steam pressers
- Utensils and plates/ serving pieces
- Pans
- Beds
- Broiler
- Coffee maker
- Electric opener
- Garbage disposal units
- Portable heater
- Range (electric/gas)
- Stove (electric/gas)
- Tilting skillet
- Washing machine
- Electric fans
- Air-conditioning units
- Overhead projector

- Projector screen
- Weighing scale
- Bulletin board
- Armed chairs
- Directional signage
- Emergency lights
- Fire extinguishers
- Office tables
- Instructor's desks
- Conference table
- Computer table
- Telephones
- Wall clocks
- Steel cabinets w/ locks
- First aid cabinet
- Computer units
- Typewriter
- Camera (still or video)
- Multimedia equipment
- Sound system
- Vacuum cleaner
- Toilet caddies
- "A" frame ladders
- Food processor
- Grills
- High pressure steamer
- Microwave oven
- Oven (electric/gas)
- Refrigerator
- Tilting skillets
- Toaster
- Electric knife
- Blender/juice maker



- Rice cooker
- Dish washers
- Driers
- Irons
- Ironing boards
- Steam pressers

#### **4. Care giving level II**

##### **3.1 Tools (the following tools are included but not limited)**

- Airpot (Hot Water)
- Skillet
- Garbage bin (biodegradable and non-biodegradable)
- Urinal
- Basin (small)
- Baby bath tub
- Flat sheet
- Gloves –household
- Gloves – surgical
- Cutlery
- Gown (hospital)
- Hot water bag
- Ice cap
- Face towel/ towelette
- towel/ towelette
- Blanket
- Comforter
- Bedpan
- Bottle brush (cleaning feeding bottles)
- Burping cloth
- Baby clothes
- Baby blanket
- Carpet 4 ft.x 8 ft.
- Clothes brush
- Clothes humper
- Clothes rack
- Clothes, linen and fabrics for laundry
- Pot holder

- Apron
- Crutches (adjustable)
- Grooming kit (hairbrush, comb, nail cutter, nail brush)
- Hand towel
- Feeding utensils (Child and adult)
- Measuring cup
- Medical tray
- Mixing bowl
- Pail
- Peeler
- Kettle
- Pick up forceps
- Pillow and Pillow case
- Portable mixer
- Potato masher
- Record book
- Rubber sheets
- Silver ware
- Soap dish
- Tong (plastic/rubber)
- Electric knife
- Electric opener
- Cooking utensils
- Cutting board
- Pots and pan

### **3.2 Equipments and machines (the following Equipments and machines are included but not limited)**

- Bed Ordinary
- Bed surgical
- Blender / juicer
- Bp apparatus, aneroid
- Bp apparatus, mercurial
- Coffee maker
- Crib
- Dish washer w/ drier
- Food processor

- Flat iron with ironing board
- Microwave oven - digital
- Oven (electric, gas)
- Chairs with armrest
- Dining set
- White board
- OHP/LCD\*
- Computer w/ printer
- Refrigerator
- Sphygmomanometer
- Bottle Sterilizer, electric
- Stethoscope
- Stove
- Operational telephone unit
- Thermometer (Oral, rectal, Axilla, Tympanic)
- Bread toaster
- Washing machine – Heavy Duty
- Drier
- Weighing scale
- Wheel chair
- Vacuum cleaner – Heavy Duty
- Commode
- Cane or walker
- Cane or walker
- High chair/ booster seat/ portable seat
- Dressing trolley w/
- cotton balls
- medicine glass
- thermometer
- wound dressing set
- First aid kit
- Dummy (baby and adult) - use for bathing
- Dummy for CPR (infant, child and adult)

- Fax machine
- Television
- CD/DVD Player
- Sofa set

## **II. Annex 2: supplies and materials for the program**

### **1. Domestic help level I**

#### **1.1 Supplies and Materials (the following Supplies and Materials are included but not limited)**

- Cleaning detergents
- Liquid detergents
- Cleaning solutions
- Cleaners
- Toilet disinfectants
- Toilet bowl swabs
- Drop sheets
- Sanitizing agents
- Wax paper/aluminum foils
- Air fresheners
- Napkins
- Tablecloths/linen
- Serving cloths
- Tea towels
- Clothing
- Cleaning cloths
- All-purpose detergents
- Coffee, tea, cream
- Condiments

- Disinfectants
- Drain solvents
- Garbage bags
- Scouring pads
- Cooking oils
- Ingredients
- Soiled/defective clothes
- Linen
- Fabric
- Clothesline
- Clothes pins
- Clothespin bags
- Clothes racks
- Sorting baskets/shelves
- Hangers
- Stain removing agents
- Fabric softeners
- Chlorine bleach
- Laundry bags
- Laundry Baskets
- Food Items (meat, vegetable, seafood, poultry & game, stock, cold food, cereals, flour, butter sauces, fruits)
- Glassware, Silverware & Cutlery
- Wine/spirits
- Chair (dining) and Table (dining)
- Ashtrays, Toothpicks
- Juice
- Bond papers and Folders
- Calendars
- Logbook
- Pencils and Ball pens
- Marking pens

- White boards
- Whiteboard markers
- Whiteboard erasers
- Transparency acetate

### **1.2 Training Materials :( the following materials are included but not limited)**

- Mobilizing action for the Protection of Domestic Workers from Forced Labor and Trafficking in : The Ethiopian Component
- Establishing Professionalism in the Workplace
- Handouts/Pop sheets
- Textbooks on Home Management
- Basic Home Management Manual
- Managing Household
- Home Management Supervisory
- Home Management
- Household
- Self Defense
- First Aid
- Training Manual for Home Management

## **2. house hold service level II**

### **2.1 Supplies and materials (the following Supplies and materials are included but not limited)**

- Cleaning detergents
- Liquid detergents
- Cleaning solutions
- Cleaners
- Toilet disinfectants
- Toilet bowl swabs
- Drop sheets
- Sanitizing agents
- Wax paper/aluminum foils
- Air fresheners
- Napkins
- Tablecloths/linen



- Serving cloths
- Tea towels
- Clothing
- Cleaning cloths
- All-purpose detergents
- Coffee, tea, cream
- Condiments
- Disinfectants
- Drain solvents
- Garbage bags
- Scouring pads
- Cooking oils
- Ingredients
- Soiled/defective clothes
- Linen
- Fabric
- Clothesline
- Clothes pins
- Clothespin bags
- Clothes racks
- Sorting baskets/shelves
- Hangers
- Stain removing agents
- Fabric softeners
- Chlorine bleach
- Laundry bags
- Laundry Baskets
- Food Items (meat, vegetable, seafood, poultry & game, stock, cold food, cereals, flour, butter sauces, fruits)
- Glassware, Silverware & Cutlery
- Wine/spirits
- Chair (dining) and Table (dining)

- Ashtrays, Toothpicks
- Juice
- Bond papers and Folders
- Calendars
- Logbook
- Pencils and Ball pens
- Marking pens
- White boards
- Whiteboard markers
- Whiteboard erasers
- Transparency acetate

## **2.2 Training Materials:(the following Materials are included but not limited)**

- Mobilizing action for the Protection of Domestic Workers from Forced Labor and Trafficking in : The Ethiopian Component
- Establishing Professionalism in the Workplace
- Handouts/Pop sheets
- Textbooks on Home Management
- Basic Home Management Manual
- Managing Household
- Home Management Supervisory
- Home Management
- Household
- Self Defense
- First Aid
- Training Manual for Home Management

## **3. Care giving level II**

### **3.1Supplies and materials (the following Supplies and materials are included but not limited)**

- Crayons
- Play Dough
- Shape sorter
- Coloring Book
- Musical Mobile
- Push and pull toys

- Toys (assorted), games and accessories
- Educational games
- Toiletries for adults
- Toiletries for child
- Cleaning Materials for living room, dining and kitchen
- Cleaning materials for bathroom and toilet
- Vegetables and Fruits
- Ingredients for cooking food
- Alcohol
- All purpose detergent soap
- Baby oil
- Soap
- Feeding bottles w/ cover and nipples
- Bib and baby layettes
- Bleaching solution
- Coffee, Cream and sugar
- Cotton buds
- Condiments
- Fabrics softener
- Food items use for preparing meals
- Diaper (child and adult)
- Liquid soap (cleaning bottles)
- Infant formula
- Table napkins
- Table cloth
- Garbage bags
- Bathing paraphernalia (adult and child)

### **3.2 Training Materials/ References**

- Mother and Care Baby
- Infant Care Feeding
- Story books e.g. Cinderella, snow white, etc.
- Geriatrics A Study of Maturity
- Complete Early Childhood
- Baby Play
- Fundamentals of Nursing
- Cookbook
- Toddler Play

### 3.3 Tapes/Disc

- CPR (Infant, Child and Adult)
- Artificial Resp. (Infant, Child and Adult)
- Fracture, Sprained Ankle
- Burns
- Child safety: films about playing and safe
- Multiple Casualties Mgt.
- **3 Elements of Demand**

The three drivers of customer satisfaction are:

- Quality
- Cost
- Delivery

- **3 'G' Principles**

- Gemba - shop floor
- Gembutsu - the actual product
- Genjitsu - the facts

The key to successful kaizen is to go to the shop floor, work with the actual product and get the facts (reality)

- **3Ms**

Muda - waste, Mura - irregular actions, and Muri - strain make up the 3 M's. Existing perception of factory work is that it is dangerous, dirty and stressful, full of waste and unpredictable events

- **3 Principles of Lean**

- Takt time

- One piece flow production
- Downstream pull system (from the customer)

- **5Cs**

American equivalent of 5S — see below

- **5M of Production**

- Man
- Machine
- Material
- Method
- Measure

The understanding of these factors and the establishment of standards are key steps in strengthening the production processes

- **5S**

5S is the principle of waste elimination through workplace organization. It is derived from the Japanese starting the words in “S”:

- Seiri - sort
- Seiton - straighten
- Seiso - sweep
- Seiketsu - standardise
- Shitsuke - sustain

## English words of 5Ss Amharic Translation

**Sort:-** የማያስፈልጉ ቁሶችን እንደሚያስፈልጉበት ጊዜ ለይቶ አርቆ ማስቀመጥ ወይም ማስወገድ

**Stabilize:-** እቃዎችን በስርዓት ማስቀመጥ/ ለአንድ እቃ አንድ ቦታ

**Shine:-** አካባቢያችንና መገልገያዎቻችንን ማጽዳት

**Standardize:-** ከላይ የተጠቀሱትን ስራዎች እንደ አሰራር ደረጃ መመደብና መተገበር

**Sustain / self discipline:-** ሁሉም ሰራተኛ 4ቱን ስራዎች እንደ መደበኛ ስራ ማከናወኑን ማረጋገጥ

## Waste /muda/ elimination: ብክነትን ማስወገድ

Office kaizen በአጠቃላይ ካይዘን በተለይም (በቢሮዎች የሚካሄድ ካይዘን) መሠረታዊ ዓላማ ቀን በቀን በምናከናውናቸው ተግባራት የሚፈጠር ብክነትን ማስወገድ ነው።

Waste (ብክነት) ስንል ጥራት ያለው አገልግሎት /ምርት በመስጠት የደንበኞች ፍላጎት በማሟላት የመ/ቤቱን /የድርጅቱን/ ራዕይና ተልዕኮና ዓላማ ለማሳካት ምንም ዓይነት ዕሴት የማይጨምር ማንኛውንም እንቅስቃሴ /ሥራ ይመለከታል/ ይህ ብክነት በተለያዩ መልኩ ሊገለጽ ይችላል።

## Annex I Summary of Tools, Equipment and Materials HHS



<i>Variable</i>	<i>Range</i>
<i>Dining environment</i>	<i>May include but not limited to the following:</i> <ul style="list-style-type: none"> <li>• lighting</li> <li>• room temperature</li> <li>• music</li> <li>• floral and other decorations</li> <li>• privacy</li> <li>• background</li> </ul>
<i>Equipment may include but not limited to -</i>	<ul style="list-style-type: none"> <li>• table cloth/linen</li> <li>• china wares</li> <li>• glassware</li> <li>• silverware</li> <li>• cutlery</li> <li>• wine</li> <li>• condiments</li> <li>• chairs</li> <li>• tables</li> <li>• ashtray</li> <li>• toothpicks</li> <li>• cloth/paper napkin</li> </ul>
<i>3. Beverage</i>	<ul style="list-style-type: none"> <li>• <i>Juice</i></li> <li>• Wine &amp; Spirits</li> <li>• Tea</li> <li>• Coffee</li> </ul>

<i>Variable</i>	<i>Range</i>
<i>Sorted Items</i>	<ul style="list-style-type: none"> <li>• <i>Soiled/Defective Clothes</i></li> <li>• <i>Fabrics</i></li> <li>• <i>Linen</i></li> </ul>
<i>Personal Protective Paraphernalia</i>	<ul style="list-style-type: none"> <li>• <i>Gloves</i></li> <li>• <i>Apron</i></li> </ul>
<i>Stains</i>	<ul style="list-style-type: none"> <li>• <i>Coffee</i></li> <li>• <i>Cola</i></li> <li>• <i>Cordial</i></li> <li>• <i>Chewing Gum</i></li> <li>• <i>Food</i></li> <li>• <i>Mud/Dirt</i></li> <li>• <i>Grease</i></li> <li>• <i>Blood</i></li> <li>• <i>Fruit Stains</i></li> <li>• <i>Wine</i></li> </ul>
<i>Stain</i>	<ul style="list-style-type: none"> <li>• <i>Acid cleaners</i></li> <li>• <i>Alkali cleaners</i></li> <li>• <i>Chlorine bleach</i></li> <li>• <i>All-purpose detergent</i></li> </ul>
<i>Laundry Area</i>	<ul style="list-style-type: none"> <li>• <i>Washers</i></li> <li>• <i>Dryers</i></li> <li>• <i>Clothesline</i></li> <li>• <i>Clothes pins</i></li> <li>• <i>Clothespin bag</i></li> <li>• <i>Clothes rack for indoor drying</i></li> </ul>
<i>Laundry Supplies and Materials</i>	<ul style="list-style-type: none"> <li>• <i>Sorting baskets/shelves</i></li> <li>• <i>Hangers</i></li> <li>• <i>Stain removing agents</i></li> <li>• <i>Fabric softener</i></li> <li>• <i>Chlorine bleach</i></li> <li>• <i>Laundry bag</i></li> <li>• <i>Laundry basket</i></li> </ul>
<i>Variable</i>	<i>Range</i>
<i>“Mis en Place”</i>	<ul style="list-style-type: none"> <li>• <i>Ingredients</i></li> <li>• <i>Pans</i></li> <li>• <i>Utensils</i></li> <li>• <i>Plates/Serving Pieces</i></li> </ul>
<i>Thawing</i>	<ul style="list-style-type: none"> <li>• <i>Soaking</i></li> <li>• <i>Unfreezing</i></li> </ul>
<i>Vegetable ingredient preparation</i>	<ul style="list-style-type: none"> <li>• <i>Skin, Peel, Pare</i></li> <li>• <i>Chop, Slice, Shred, Cube</i></li> <li>• <i>Wedge, Grate, Pure</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Core, Quarter</i></li> </ul>
<i>Vegetable dishes preparation</i>	<ul style="list-style-type: none"> <li>• <i>Boiling, Blanching</i></li> <li>• <i>Sauteing</i></li> <li>• <i>Braising</i></li> <li>• <i>Gratinating</i></li> <li>• <i>Roasting/Baking</i></li> </ul>
<i>Seafood ingredient preparation</i>	<ul style="list-style-type: none"> <li>• <i>Chop, Slice</i></li> <li>• <i>Fillet</i></li> <li>• <i>Mince, Shred</i></li> <li>• <i>Peel, Dice, Blanch</i></li> <li>• <i>Marinate, Poach</i></li> </ul>
<i>Seafood dishes preparation</i>	<ul style="list-style-type: none"> <li>• <i>Boiling, Steaming</i></li> <li>• <i>Sauteing</i></li> <li>• <i>Deep Frying, Pan Frying</i></li> <li>• <i>Poaching</i></li> <li>• <i>Grilling</i></li> <li>• <i>Baking</i></li> </ul>
<i>Soup preparation</i>	<ul style="list-style-type: none"> <li>• <i>Sauteing</i></li> <li>• <i>Simmering</i></li> </ul>

<i>Variable</i>	<i>Range</i>
<i>Personal presence</i>	May include: <ul style="list-style-type: none"> <li>• Stance</li> <li>• Posture</li> <li>• Body Language</li> <li>• Demeanor</li> <li>• Grooming</li> </ul>
<i>Employer standards</i>	May include: <ul style="list-style-type: none"> <li>• Standing Orders</li> </ul>
<i>Client requirements</i>	May include: <ul style="list-style-type: none"> <li>• Assignment Instructions</li> <li>• Post Orders</li> <li>• Scope to modify instructions/orders in light of changed situations</li> </ul>
<i>Assignment instructions</i>	May conveyed in: <ul style="list-style-type: none"> <li>• Writing</li> <li>• Verbally</li> <li>• Electronically</li> </ul>
<i>Client needs and requirements</i>	May be detected by: <ul style="list-style-type: none"> <li>• Review of the client brief and/or assignment instructions</li> <li>• Discussion with the client/customer</li> </ul>
<i>Appropriate action</i>	May include: <ul style="list-style-type: none"> <li>• Implementing required changes</li> <li>• Referral to appropriate employer personnel</li> <li>• Clarification of client needs and instructions</li> </ul>
<i>Customers</i>	May include: <ul style="list-style-type: none"> <li>• All members of the public</li> </ul>

<b>Variable</b>	<b>Range</b>
Appropriate sources	<ul style="list-style-type: none"> <li>• Team members</li> <li>• Suppliers</li> <li>• Trade personnel</li> <li>• Local government</li> <li>• Industry bodies</li> </ul>
Medium	<ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Circular</li> <li>• Notice</li> <li>• Information discussion</li> <li>• Follow-up or verbal instructions</li> </ul>

	<ul style="list-style-type: none"> <li>• Face-to-face communication</li> </ul>
Storage	<ul style="list-style-type: none"> <li>• Manual filing system</li> <li>• Computer-based filing system</li> </ul>
Forms	<ul style="list-style-type: none"> <li>• Personnel forms</li> <li>• Telephone message forms</li> <li>• Safety reports</li> </ul>
Workplace interactions	<ul style="list-style-type: none"> <li>• Face-to-face interactions</li> <li>• Telephone conversations</li> <li>• Electronic and two-way radio communication</li> <li>• Written communication including electronic mail, memos, instruction and forms</li> <li>• Non-verbal communication including gestures, signals, signs and diagrams</li> </ul>
Protocols	<ul style="list-style-type: none"> <li>• Observing meeting</li> <li>• Compliance with meeting decisions</li> <li>• Obeying meeting instructions</li> </ul>

Variable	Range
Safety regulations	<p>May include but are not limited to-</p> <ul style="list-style-type: none"> <li>• Environmental protection</li> <li>• building code</li> <li>• national electrical and fire safety codes</li> <li>• waste management statutes and rules</li> <li>• occupational safety and health standards</li> <li>• regulations on safety legal requirements</li> </ul>
Hazards/Risks	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation</li> <li>• Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects</li> <li>• Chemical hazards – dusts, fibers, mists, fumes, smoke, gases, vapors</li> <li>• Ergonomics <ul style="list-style-type: none"> <li>▪ Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles</li> <li>▪ Physiological factors – monotony, personal relationship, work out cycle</li> </ul> </li> </ul>
Contingency measures	<p>May include but are not limited to:</p> <p>Evacuation Isolation Decontamination (Calling designed) emergency personnel</p>

PPE	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Mask</li> <li>• Gloves</li> <li>• Goggles</li> <li>• Hair Net/cap/bonnet</li> <li>• Face mask/shield</li> <li>• Ear muffs</li> <li>• Apron/Gown/coverall/jump suit</li> <li>• Anti-static suits</li> </ul>
Emergency-related drills and training	<ul style="list-style-type: none"> <li>• Fire drill</li> <li>• Earthquake drill</li> <li>• Basic life support/CPR</li> <li>• First aid</li> <li>• Spillage control</li> <li>• Decontamination of chemical and toxic</li> <li>• Disaster preparedness/management</li> </ul>
OHS personal records	<ul style="list-style-type: none"> <li>• Medical/Health records</li> <li>• Incident reports</li> <li>• Accident reports</li> <li>• OHS-related training completed</li> </ul>

Variable	Range
Evaluation	<ul style="list-style-type: none"> <li>• Performance Appraisal</li> <li>• Psychological Profile</li> <li>• Aptitude Tests</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Human</li> <li>• Financial</li> <li>• Technology</li> <li>• Hardware</li> <li>• Software</li> </ul>

Variable	Range
Quality control procedures	<p>Quality control procedures may include:</p> <ul style="list-style-type: none"> <li>• standards imposed by regulatory and licensing bodies</li> <li>• enterprise quality procedures</li> <li>• working to a customer brief or batch card and associated quality procedures</li> <li>• checklists to monitor job progress against agreed time, costs and quality standards</li> <li>• preparation of sampling plans</li> <li>• the use of hold points to evaluate conformance</li> <li>• the use of inspection and test plans to check compliance</li> </ul>
Methods for statistical analysis	<p>Methods for statistical analysis may include:</p> <ul style="list-style-type: none"> <li>• means</li> <li>• median</li> <li>• mode</li> <li>• ranges</li> <li>• standard deviations</li> <li>• statistical sampling procedures</li> </ul>

Problem solving techniques	<p>Problem solving techniques may include:</p> <ul style="list-style-type: none"> <li>• identifying inputs and outputs</li> <li>• sequencing a process</li> <li>• identifying and rectifying a problem step</li> <li>• root cause analysis</li> <li>• implementing preventative strategies</li> </ul>
Quality improvement tools and techniques	<p>Quality improvement tools and techniques may include:</p> <ul style="list-style-type: none"> <li>• run charts, control charts, histograms and scatter grams to present routine quality control data</li> <li>• plan, do, check, act (PDCA)</li> <li>• Ishikawa fishbone diagrams and cause and effect diagrams</li> <li>• logic tree</li> <li>• similarity/difference analysis</li> <li>• Pareto charts and analysis</li> <li>• force field/strength weakness opportunities threats (SWOT) analysis</li> </ul>
<i>Sustainable energy principles and work practices</i>	<p><i>Sustainable energy principles and work practices may include:</i></p> <ul style="list-style-type: none"> <li>• <b>examining work practices that use excessive electricity</b></li> <li>• <b>switching off equipment when not in use</b></li> <li>• <b>regularly cleaning filters</b></li> <li>• <b>insulating rooms and buildings to reduce energy use</b></li> <li>• <b>recycling and reusing materials wherever practicable</b></li> <li>• <b>minimizing process waste</b></li> </ul>
<i>Relevant personnel</i>	<p>Communication to relevant personnel may involve:</p> <ul style="list-style-type: none"> <li>• <b>supervisors, managers and quality managers</b></li> <li>• <b>administrative, laboratory and production personnel</b></li> <li>• <b>internal/external contractors, customers and suppliers</b></li> </ul>
<i>Reporting</i>	<p><i>Reporting may include:</i></p> <ul style="list-style-type: none"> <li>• <b>verbal responses</b></li> <li>• <b>data entry into laboratory or enterprise database</b></li> <li>• <b>brief written reports using enterprise proformas</b></li> </ul>
<i>Quality improvement opportunities</i>	<p><i>Quality improvement opportunities could include improved:</i></p> <ul style="list-style-type: none"> <li>• <b>production processes</b></li> <li>• <b>hygiene and sanitation procedures</b></li> <li>• <b>reductions in waste and re-work</b></li> <li>• <b>laboratory layout and work flow</b></li> <li>• <b>safety procedures</b></li> <li>• <b>communication with customers</b></li> <li>• <b>methods for sampling, testing and recording data</b></li> </ul>
<i>Occupational health and safety (OHS) and environmental management requirements</i>	<p><i>OHS and environmental management requirements:</i></p>



	<ul style="list-style-type: none"> <li>• <b>all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through regional or federal legislation - these requirements must not be compromised at any time</b></li> <li>• <b>all operations assume the potentially hazardous nature of samples and require standard precautions to be applied</b></li> <li>• <b>where relevant, users should access and apply current industry understanding of infection control issued by the Ministry of Health</b></li> </ul>
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What is 5S ?

- 5S is a philosophy and a way of organizing and managing the workspace and work flow with the intent to improve efficiency by eliminating waste, improving flow and reducing process unreasonableness
- Working Environment Improvement (WEI)
- 5S activities are to create good working environment through reduction of “Muri”, “Mura”, and “Muda”
- It help to have a basis of strong management of workplace
- What is “Muri”, “Mura”, and “Muda”?
  - Muri : overburden, unreasonableness or absurdity
  - Mura : unevenness or inconsistency, primarily with physical matter and the human spiritual condition
  - Muda : activity which is wasteful or doesn’t add value

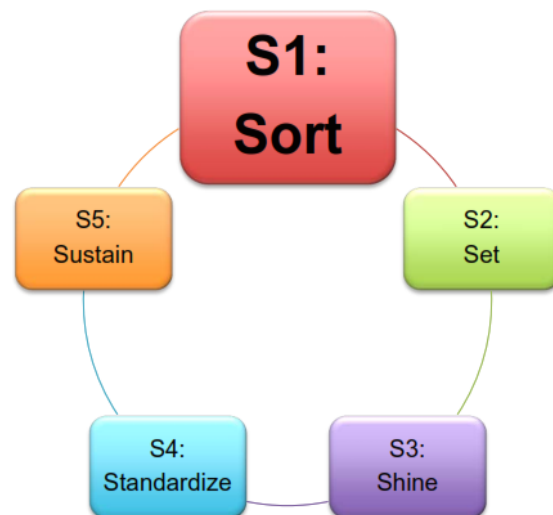
# 5S in Japanese/English/Swahili

5S is literally five abbreviations of Japanese terms with 5 initials of S.

	<i>Japanese</i>	<i>English</i>	<i>Ki-Swahili</i>
S-1	<b>Seiri</b>	<b>Sort</b>	<b>Sasambua</b>
S-2	<b>Seiton</b>	<b>Set</b>	<b>Seti</b>
S-3	<b>Seiso</b>	<b>Shine</b>	<b>Safisha</b>
S-4	<b>Seiketsu</b>	<b>Standardize</b>	<b>Sanifisha</b>
S-5	<b>Sitsuke</b>	<b>Sustain</b>	<b>Shikilia</b>

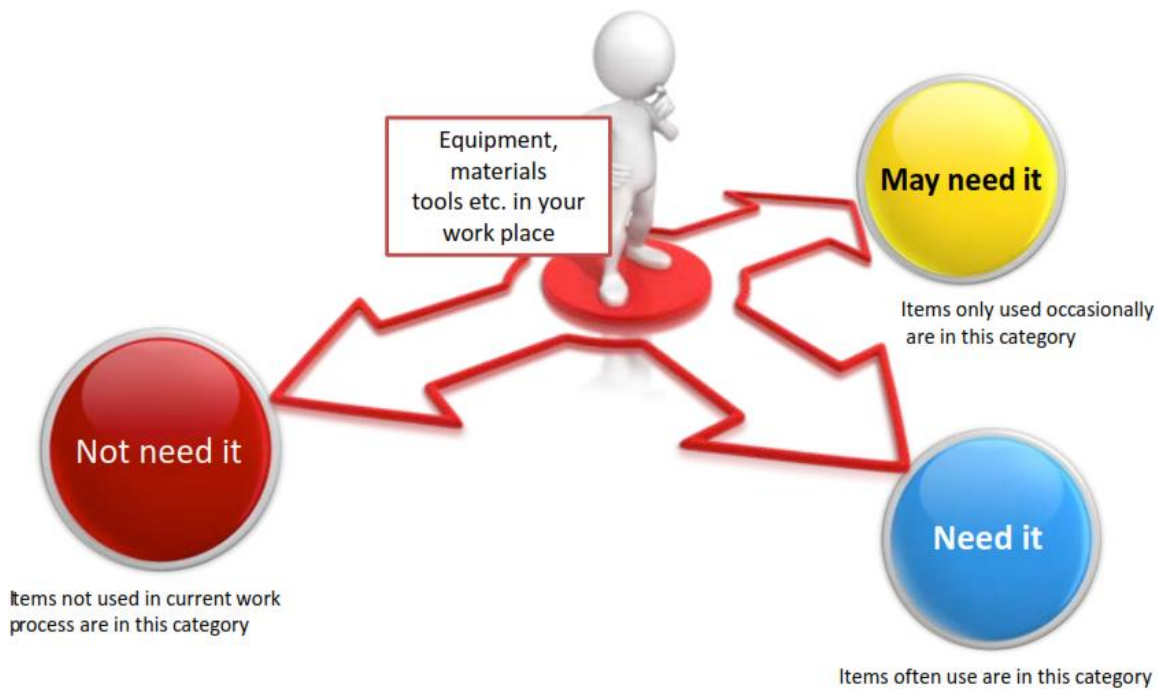
## S1: Sort

- Focuses on eliminating unnecessary items from the workplace
- Categorize equipment, furniture, tool in your working place into the following 3 categories
  1. Necessary
  2. Unnecessary
  3. May not necessary
- This step will also help with the “just in case” attitude



# S1: Sorting activities

Equipment, material, tools files, furniture etc. can be categorized based on the frequency of use!

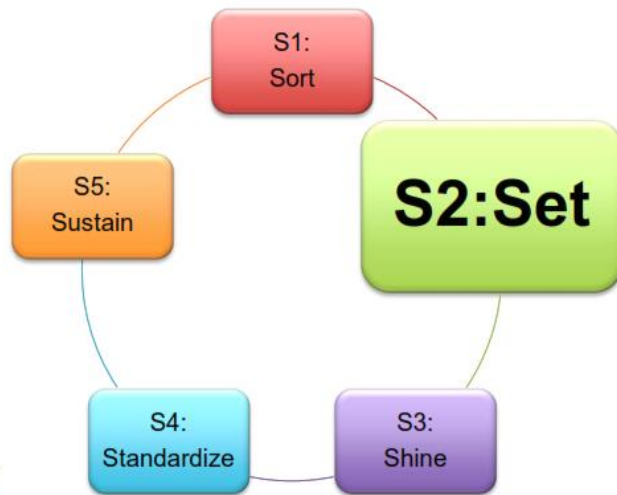


## Examples of “Sorting”

- Place “Red tag” for categorization of items to identify unnecessary items
- Move unnecessary items( broken tools, obsolete jigs and fixtures, scrap and excess raw material etc.) to central stored area
- Free up valuable floor space (Space utilization)
- Finding abnormality of equipment and tools (Out of order, missing parts etc.)

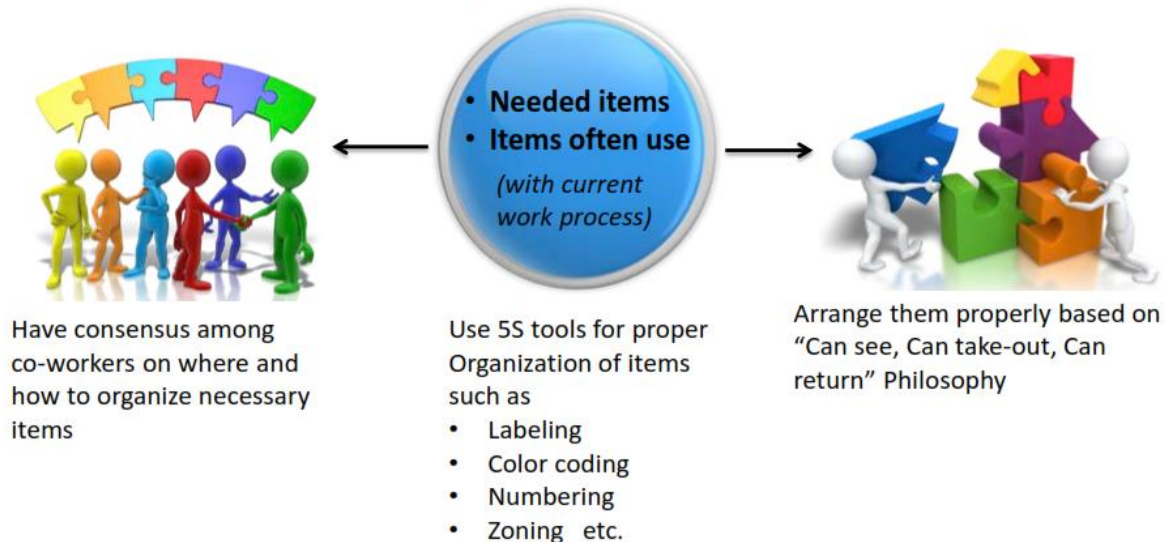
# S2: Set

- “Set” is based on finding efficient and effective storage of necessary items
- Apply “Can see, Can take out, and Can return” philosophy
- This will save time and energy to look for something



## S2: Setting activities

Think not only “beatification.  
Need to consider workflow and  
arrange items

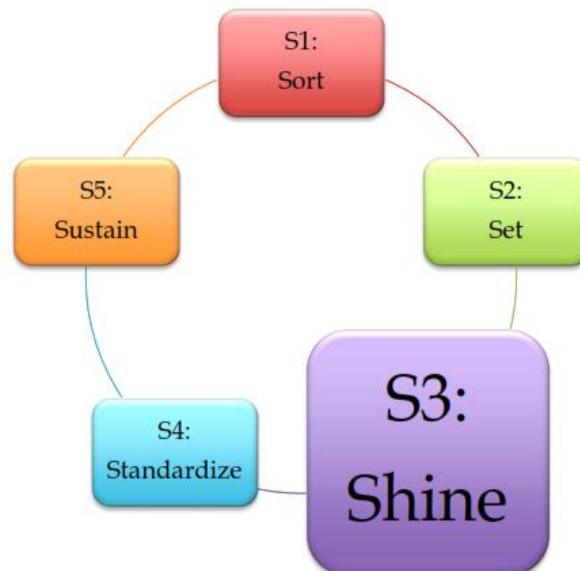


## Example of “Setting” activities

- Labeling , numbering, zoning for clear identification of storage areas to keep necessary items
- Set necessary items matching with workflow to minimize unnecessary movement and transportation time

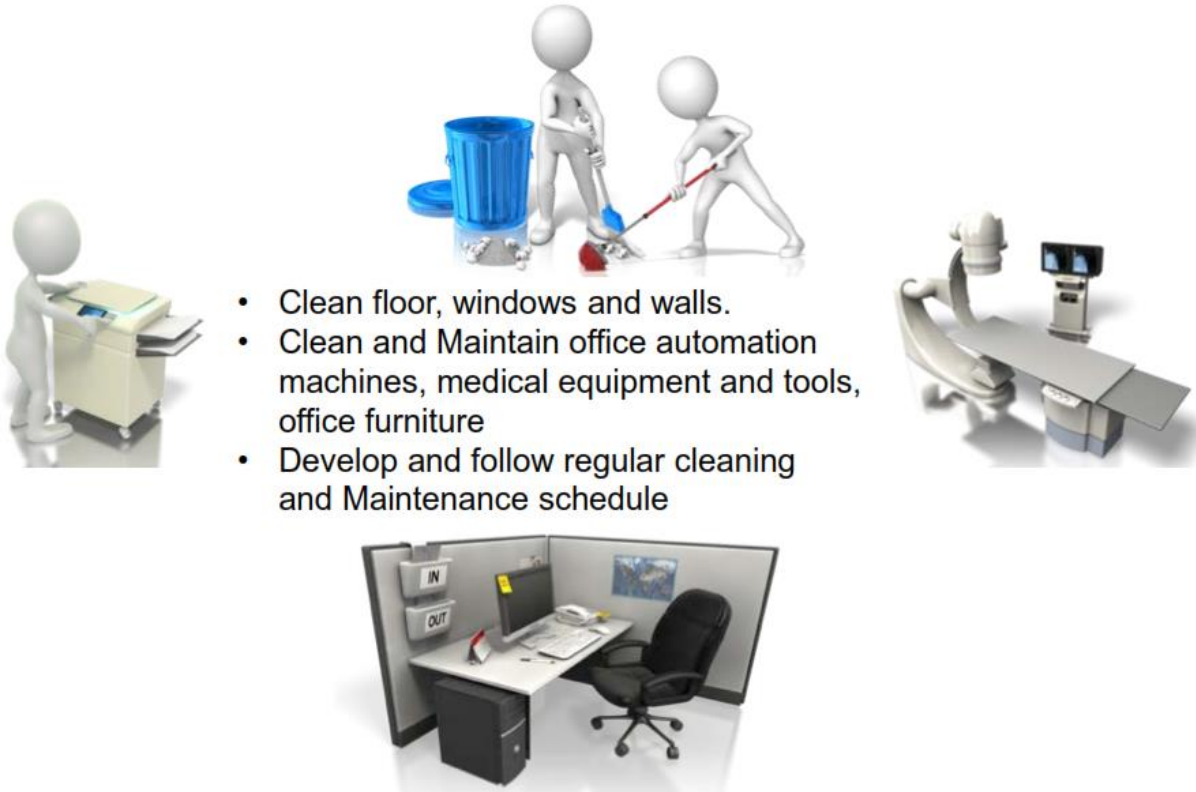
### S3: Shine

- Cleaning up one's workplace daily so that there is no dust on floors, machines or equipment.
- It will create ownership and build pride in the workers





### S3: Shining activities



- Clean floor, windows and walls.
- Clean and Maintain office automation machines, medical equipment and tools, office furniture
- Develop and follow regular cleaning and Maintenance schedule

### Example of “Shining” activities

- Daily sweeping and mopping of floor, bathroom, corridor etc.
- Regular cleaning and maintenance of equipment and tools
- Periodical check for changes in equipment and the service area such as: leaks, vibration, misalignment, breakage etc.
- IPC activities such as hand hygiene, waste segregation are also part of shine

What 5S can do? (Benefit of 5S)

- Team work improvement through everyone's participation
- Identify Abnormalities
- Identify wastes, and reduce the wastes
- Promote everyone's participation



- Improve safety
- Improve productivities

### **When do we consider our operations efficient**

- Increase in productivity
- Reduction in Search Time
- Reduction in cycle time
- Reduction in inventory, WIP
- Reduction in defects, rework & scrap
- Better space utilization
- Increased customer satisfaction

### **Target of 5S**

Targets of 5S include:

- ☐ Zero changeovers leading to product/ service diversification
  - ☐ Zero defects leading to higher quality
  - ☐ Zero waste leading to lower cost
  - ☐ Zero delays leading to on time delivery
  - ☐ Zero injuries promoting safety
  - ☐ Zero breakdowns bringing better maintenance
- 
- Positive attitude is very important for implementation of 5S activities
  - It is not “Cleaning Campaign”
  - 5S activities are to create good working environment through reduction of “Muri”(overburden), “Mura”(unevenness), and “Muda”(waste)
  - 5S can identify and reduce “abnormalities” and “waste”, improve “team work”, “cleanness”, “safety” and “productivity”
  - It is a basis of organization management

### **4M (Material, Method, Man and Machine Change Control**

When any change impacts the Material, Methods, Machine or Man in the production of parts/components (4M). Examples of categories to determine if a 4M change is occurring are defined

below. Further explanation and guidance requirements for communicating change can be found in the Initial Part Production (IPP) System Control table found in the Supplier Requirements section of this manual.

**A. Materials:**

- a. New supplier or supplier change for a component.
- b. A new part or raw material is being used.
- c. A design change of a part or material has occurred.
- d. A part or material has been confirmed to be at a lesser quality level to meet customer demands.
- e. Reject rate is high for a specific reject condition.

**B. Method:**

- a. An Operation Standard has been changed.
- b. An Operation Standard is not followed.
- c. Non-standard Operation is occurring.
- d. A new jig or gage is being used.
- e. Permanent or Temp. Deviation has been issued or removed.

**C. Machine:**

- a. A machine has been repaired or a setting was modified.
- b. A new machine is being used.
- c. A component has been replaced on a machine.

**D. Man:**

- a. A new Associate is on the line.
- b. Alternate Line Leader is running the line.
- c. Abnormal manpower condition.

PDCA Cycle is golden cycle for KAIZEN

PDCA is the “golden cycle for improvement”. It is a methodical approach for problem solving and continuous improvement.

PDCA wheel should be considered a never-ending cycle for improvement towards an ideal condition.

Plan is to establish objectives and process or countermeasures with expected outcome based on the past performances or future forecasting of work

Do is to implement the processes or countermeasures planed.

Check is to measure the effectiveness or achievement of processes or countermeasures planned between the actual results and expected results to ascertain any differences.

Act is to analyze the differences to identify the causes of “Gap”, and take necessary action to improve changes the Kaizen principle can be practically implemented by following the PDSA Format (Plan, Do, Study, Act), also called the Demming cycle. Note: In some texts, the word ‘Study’ is replaced by ‘Check’ and hence it is termed the PDCA cycle.

Establish the necessary objectives and identify the processes that need to be improved.

PDCA cycle is the concept behind the KAIZEN approach. Look at how PDCA cycle is used in KAIZEN approach.

PDCA is rotated like the way described in the figure 3-16. During the planning, 5W1H need to be clarified against the theme or topic as shown below:

Why are we undertaking the project?

What are we going to do? What data is required?

Who is responsible for each task? Who should be involved?

Where can we find relevant data and facts?

When must a task be complete? When do we need to give feedback?

How must it be accomplished? How do we review?

Then, implement the plan and see the effectiveness and efficiency of those activities that are taken.

Then, activities that show good result should be standardize and adopted in routine practice. The activities that do not reduce the problems should be discontinued and it is necessary to plan better activities for improvement of the situation.

This matches exactly with the KAIZEN Process that will be explained in the next section. However,

PDCA cycle consists of four steps only and the cycle may be stopped at Act often. Kaizen aims to raise the standard of your workplace, productivity, quality and safety in a continuous upward spiral through rotating PDCA cycle, reflecting on achievement of KAIZEN and taking action to improve the way for next KAIZEN.

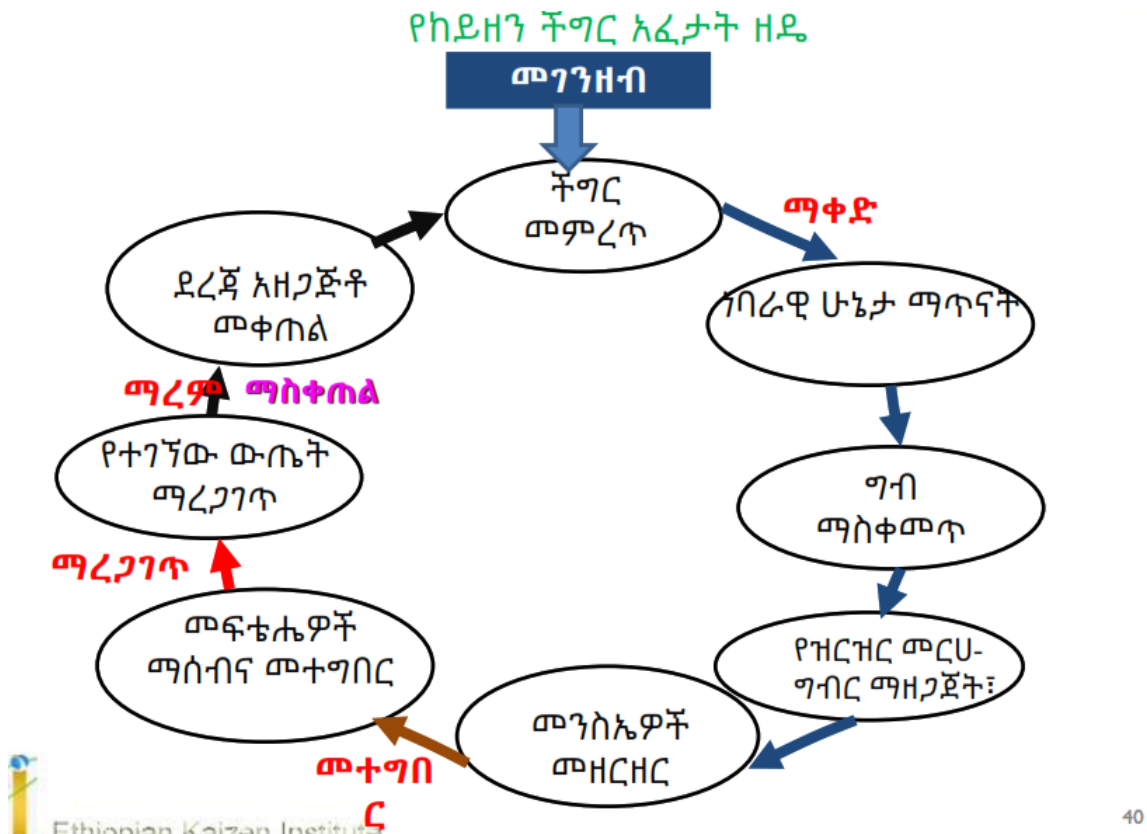
Plan, preparing how to implement KAIZEN - Clarify the objectives and decide on the control characteristics (control items) - Set measurable target - Decide on the methods to be used to achieve the target.

Do, Implementing KAIZEN activities - Study and train in the method to be used - Utilize the method -

Collect the measurable data set up on the plan for decision-making.

Check, Reviewing the result of KAIZEN activities and achievements - Check whether the results of implementation has been performed according to the plan or standard - Check whether the various measured values and test results meet the plan or standard - Check whether the results of implementation match the target values.

Act, taking countermeasures based on the review in “Check” - If the results of implementation deviate from the plan or standard, take action to correct this - If an abnormal result has been obtained, investigate the reason for it and take action to prevent it recurring - Improve working system and methods. The diagram below explains which KAIZEN process match with PDCA cycle.



Information Sheet-3	Sort needed items from unneeded
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### 3.1. Sort needed items from unneeded

The first of the [lean 5S principles](#) is sorting.

Throw away all trash. Establish wastebaskets within 4 steps of employee. Encourage throwing away junk as the junk is created.

Do not allow unnecessary items to be posted on walls. This includes family pictures, post it notes, taped papers with handwritten scribble, etc. Keep walls clean.

Posted items should be printed work related items that employees need every day. These items are for work only. Use established colour paper for these posted references. Colour paper prevents unwanted clutter.

Create signs for work stations. With signs, unfamiliar employees will find work stations quickly.

When applying 5S best practices, consider using red tags. Employees red tag those items that are not necessary. The red tag identifies the item, who moved it, date moved, and movement reason. Remove these from the work area.

### ***How to Conduct a Red Tag Sort Event:***

- Information on the tag should include:
  - Date
  - Item description
  - Location
  - A reason for the tag, e.g. scrap, defective, obsolete, etc.
  - A tag number so it can be logged



## **SEIRI – Storage System**

**Fig.3.1**

Gather all unnecessary (but still usable) items from all departments into one area for quarantine. Allow all employees to review the hold area. They may find something needed for their department. After a limit of 30 days, remove the remaining quarantine items. Consider contacting other corporate

divisions as they may need the items. Also consider selling the items on the internet through eBay or recycling. Keep and maintain this quarantine area for on-going 5S sorting. After implementing sorting from 5S best practices, you find several benefits. Cycle time is reduced because tools are easier to find. Employee to employee communication is improved. There is much less wasted space and inventory

### **3.2. Applying 5S to the Workplace**

#### **Decisions decisions-To keep, move or discard?**

What is rubbish that can be discarded?

Is there anything that needs to be repaired?

Is there anything that should be stored elsewhere?

- E.g.closer to where it's used or put away because it's rarely used

Is it yours? If not, return to the ward/department that owns it

#### **When discarding items:**

For equipment/devices, check it's not on the asset register

Documentation –is it something that must be retained?

Equipment, material, tools files, furniture etc. can be categorized based on the frequency of use!

- Categorize equipment, furniture, tool in your working place into the following 3 categories

1. Necessary:- Items often use are in this category
2. Unnecessary:- Items not used in current work process are in this category
3. May not necessary:-Items only used occasionally are in this category

<b>Operation Sheet-3</b>	<b>Sort needed items from unneeded</b>
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Application – The 5S principles can be applied in all work areas from offices to the workshop. It can be applied by an individual to his work area or by a group to the group's work area.

**SORT** – Each participant determines what is necessary in his/her own work area. The group decides what is necessary for areas owned by the group (preferably by consensus).



1. Necessary things include: things used daily, things used periodically, things used by someone in the group.
  2. Unnecessary things include: things that are unsafe, defective, obsolete, unused, or surplus to reasonable need. Tag unnecessary items and segregate them in a holding area for disposition.
  3. The group reviews all items in the holding area and determines appropriate disposition for each item. Disposition alternatives include:
    - Return to the work area. (If a member of the group wishes to return an item to the work area he/she must take responsibility for the item.)
    - Return to stock. (Excess office supplies, materials, etc.)
    - Transfer to another work unit, which has a need.
    - Turn in for sale. (Excess equipment, scrap, etc.)
    - Throw away. (Trash with no scrap value.)
  4. Document items and quantities disposed of.
- 5 Simplify – Determine a permanent location for each item in individual and group areas. Ensure that most frequently used items are in the most easily accessed locations. Identify the locations so items can be easily and accurately returned after use.
- Label locations where necessary items are kept out of sight when not in use, such as drawers, file cabinets, tool cabinets, notebooks, etc.
  - Mark and label locations where items should be returned when removed for use, even though they may be visible when printing stored, such as shelves, table tops, cart/drum/pallet

<b>Information Sheet-4</b>	<b>Set in Order</b>
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#### **4. The second of the lean 5S principles is Set in Order.**

Keep frequently used items at the workstation. For all these items, establish mark locations for their storage. When not in use, return these items to the mark locations. Mark table storage spots with colour tape.

Use visual controls to identify the location of the items. Set rules on colours. For example blue tape on tables could mean “store here”. Red tape could mean “don’t move” etc. a 5S best practice includes using pegboards to hold tools. Outline the tools figure on the boards. For items held in drawers use low labelled boxes to hold the tools. Use labels extensively to mark the items storage areas.

Another 5S best practice is to create a 5S map of the department. This map shows the locations of all 5S storage areas, work stations, tools and equipment.

For items used only weekly or monthly, store these in cabinets near the work station. Label the shelves on the cabinets with the item name. If the item is stored in a box, then label the outside of the box.

For items rarely used, keep these outside of the work area. You may store these in a location within the company that all departments use for the same purpose. In this case label the item and the department name. Use a checkout sheet to log the in/out status and responsible person.

For perishable items, establish reorder points, minimum and maximum quantity. establish person responsible for reordering. Be sure to include cleaning supplies

### **Applying 5S to the Workplace**

#### ➤ Set in Order

All items should be stored neatly

- Consider frequency of use. Only keep essentials in the work area
- Make things easy to find –can you find it within 10 seconds?
- Uses Visual management techniques to make items easier to find
- Use of colour
- Have a ‘usual place’ for everything
- Label everything

“Set” is based on finding efficient and effective storage of necessary items

- Apply “Can see, Can take out, and Can return” philosophy
- This will save time and energy to look for something

Labeling , numbering, zoning for clear identification of storage areas to keep necessary items Set necessary items matching with workflow to minimize unnecessary movement and transportation time

<b>Operation Sheet-4</b>	<b>Set workplace in order</b>
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Application – The 5S principles can be applied in all work areas from offices to the workshop. It can be applied by an individual to his work area or by a group to the group's work area.

Use 5S tools for proper Organization of items such as

Labeling

Color coding

Numbering

Zoning etc

set – Determine a permanent location for each item in individual and group areas. Ensure that most frequently used items are in the most easily accessed locations. Identify the locations so items can be easily and accurately returned after use.

1. Label locations where necessary items are kept out of sight when not in use, such as drawers, file cabinets, tool cabinets, notebooks, etc.
2. Mark and label locations where items should be returned when removed for use, even though they may be visible when printing stored, such as shelves, table tops, cart/drum/pallet
3. Use shadow boards to identify where tools and other common use materials are kept when not in use.
- 4 Mark aisle ways and other areas such as door swings, areas around electrical panels, etc. that need to be kept clear

Information Sheet-5	Shine work area
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## 5. Shine work area

**Shine work area:** Anglicized as **Cleanliness** but again the initial *S* can be retained in **Shine**, or **Sweeping**. The principle here is that people are happier and hence more productive in clean, bright environments. There is a more practical element in that if everything is clean it is immediately ready for use. We would not want a precision product to be adjusted by a spanner that is covered in grease which may get into some pneumatic or hydraulic fittings. We would not wish to compromise a PCB assembly by metallic dust picked up from an unclean work surface. Other issues are health and safety (people perhaps slipping in a puddle of oil, shavings blowing into people's eyes) and machine tools damaged by coolant contaminated by grease and dust.

The task is to establish the maintenance of a clean environment as an ongoing, continuous program. Sometime should be set aside for cleaning each day, or each shift. (We may have cleaners who come in to sweep office floors, and even clean the floor in a production area, but they do not clean the production equipment. Even if they did, this would miss one of the opportunities available – an operator cleaning and lubricating his machine tool will spot worn or damaged components.)

Cleaning then begins to impinge upon what we already know as preventive maintenance (PM). Cleaning critical components of a piece of equipment is already one element of the activities carried out under the PM banner.

The implementation of *Seiso* revolves around two main elements. The first is the assignment map which identifies who is responsible for which areas. The second is the schedule which says who does what at which times and on which days. Some of these happen before a shift begins, some during the shift and some at the end. Again, this is very reminiscent of what we do when adopting PM.

The standard texts such as that of Hiroyuki Hirano then go on to talk about establishing the shine method for each item / area. This includes such elements as

agreeing an inspection step at the beginning of each shift, establishing exactly how each activity within the programme is to be carried out. A key aspect is very much akin to set-up reduction (or SMED) in that we should be aiming as much as possible to internalize the activities – in other words, to minimize the downtime needed to keep the facilities clean.

Finally the standard texts talk about preparation – making sure the equipment needed to clean is always available, always ready for use. The best parallel to this is, again, with set-up reduction, which itself is often compared to Grand Prix teams preparing to change tyres. As with many such topics, what we are talking about here is to a large extent simply common sense. We do not wish to allocate 5 minutes for a bed to be swept on a piece of grinding equipment if the operator is going to spend 4 minutes finding his brush.

The fourth of the lean 5S principles is Shine.

Clean everything and continuously clean. Allow for time at the end of the day to conduct the cleaning. This includes cleaning equipment, sweeping floors, dusting tables and cabinets. Create a 5S checklist that documents the cleaning actions and frequency. After completing the task, have the responsible person sign the checklist.

Consider how things are cleaned. In some cases it will be water and sponge or it could be alcohol or acetone. Document the specific method on the check sheet. For complicated cleaning processes write a procedure and train the employees.

Shining means to inspect while cleaning. Find safety hazards, loose wires, sharp corners, chipped tools, poor connectors, cracked hoses, etc. Fix these items and put the equipment in brand new condition. Replace any worn, defective or unsafe components or equipment.

5S best practices include using a portable shine cart. Store cleaning supplies on the cart, Move the cart from location to location to conduct the cleaning.

At the close of the day or prior to a significant time away from the work station put all equipment and tools back to their label / marked locations. Allow time for this.

Schedule painting. This includes painting walls and equipment.

This is not a onetime occurrence. Set a frequency such as yearly and make someone responsible.

<b>Operation Sheet- 5</b>	<b>Shine work area</b>
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Shining makes the area safer, more efficient and produces better quality parts. It also impresses your customers.

#### Shining Procedure

**SHINE** – Develop and use checklists for daily (or more frequent) visual and physical sweeps of the work areas. Look for and take remedial action for:

1. Unsafe conditions.

2 .Missing items.

3 .Misplaced items.

4 .Broken or malfunctioning items.

5 .Accumulated clutter, dirt, dust, scrap, etc.

–Do a deep clean of the workplace

–Ensure a regular cleaning schedule is in place

–Include tidying the workplace as part of the daily duties –not just when it gets messy

–Identify gaps in cleaning to be included in future cleaning schedules

በአዲስ አበባ ከተማ አስተዳደር ትምህርት፣ እና ሰልጠና ጥራት፣ ቁጥጥር ባለስልጣን፣  
 ቦሌ፣ ለሚ ኩራ፣ እና የካ ክላስተር ቅርንጫፍ ለምትገኙ የቴክኒክና ሙያ ማሰልጠኛ  
 ተቋማት በሙሉ፡ የተቋማችሁን ሰልጣኞች ስልጠናቸውን በተቋማችሁ ሲያጠናቅቁ  
 ፎርማሊቲውን በማሟላት ከተመዘኑ በኋላ የሰልጣኞች የምዘና ውጤት አስመልክቶ  
 ተቋማችሁ ያለበትን ደረጃ ማለትም የሰልጣኞች የምዘና ውጤት ከ(CoC) መአከል  
 ስንት ተፈትነው ስንት እንዳሳለፉት ደብዳቤ እንድታመጡልን ስለመጠየቅ፡፡ ካሉት  
 ተቋምዎች ውስጥ ይህንን መረጃ እያቀረባችሁ ያላችሁ የተወሰናችሁት ስለሆናችሁ  
 ሁላችሁም እንድታቀርቡ፡፡ በመሆኑም የምዘና መአከልን የምትጠይቁበት ፎርማት  
 እንደሚከተለው ቀርቧል መጠይቁን ተጠቀሙበት፡፡ ይህ ደብዳቤ የሚያገለግለው  
 ለቴክኒክና ሙያ ቅርንጫፍ ጽሕፈት ቤት ብቻ ሳይሆን ለምትጠየቁበት ሁሉና  
 ለራሳችሁም ችግር መፍቻ ስለሚሆን ነው እንድትጠቀሙበት የቀረበው፡፡

ከሰላምታ ጋር

በ አቶ ብርሃኑ ታደሰ

የእውቅና ፈቃድና እድሳት ከፍተኛ ባለሙያ

ቁጥር -----

ቀን-----

ከ\_\_\_\_\_ የግል / መንግስታዊ ያልሆነ ድርጅት (መያድ)  
 ቴክኒክና ሙያ ማሰልጠኛ ተቋም  
አዲስ አበባ



ለየካ ቅርንጫፍ የትም/ሥልጠና ጥራት ሙያ ብቃትና ምዘና ማረጋገጫ ባለስልጣን

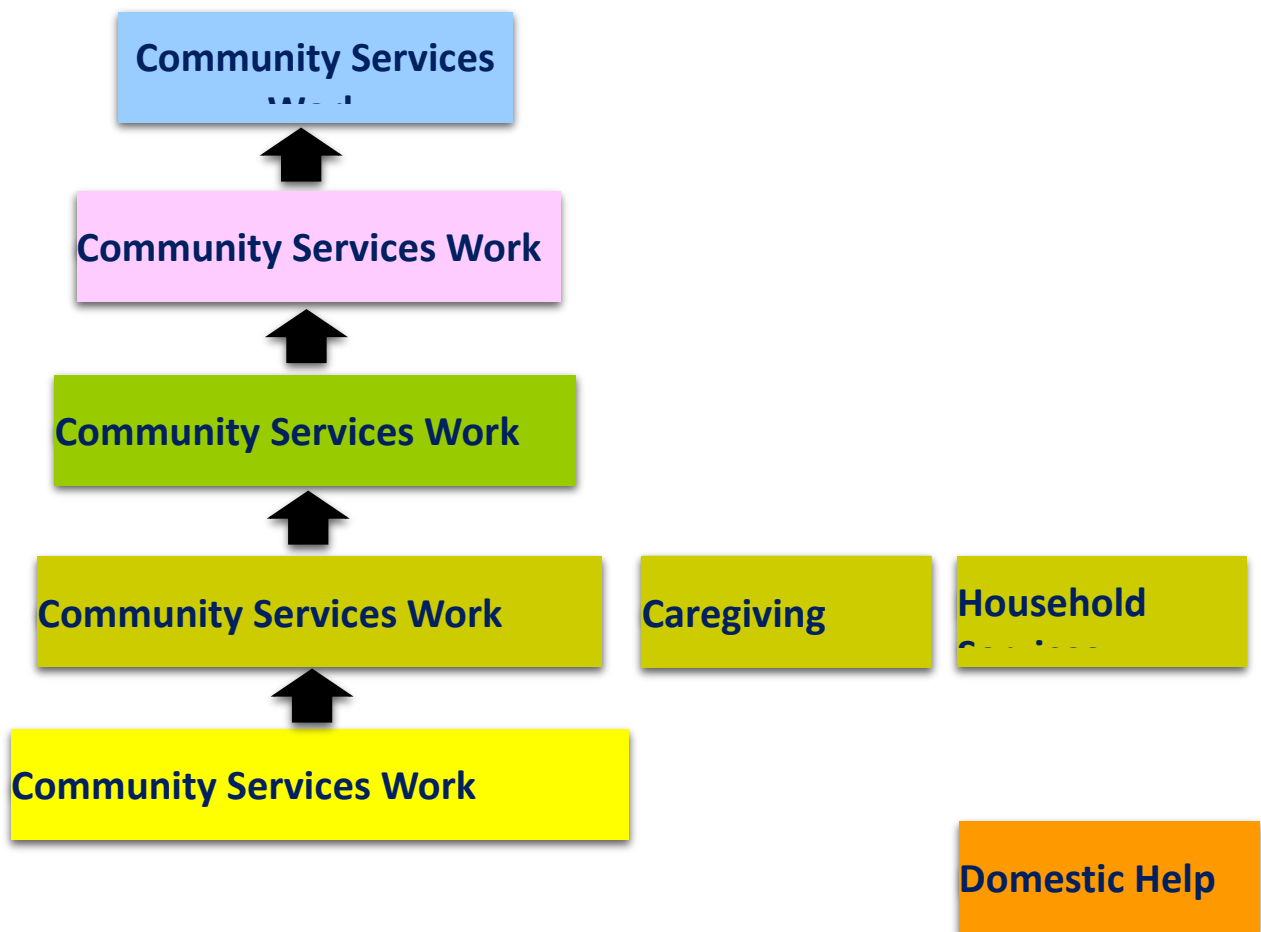
አዲስ አበባ

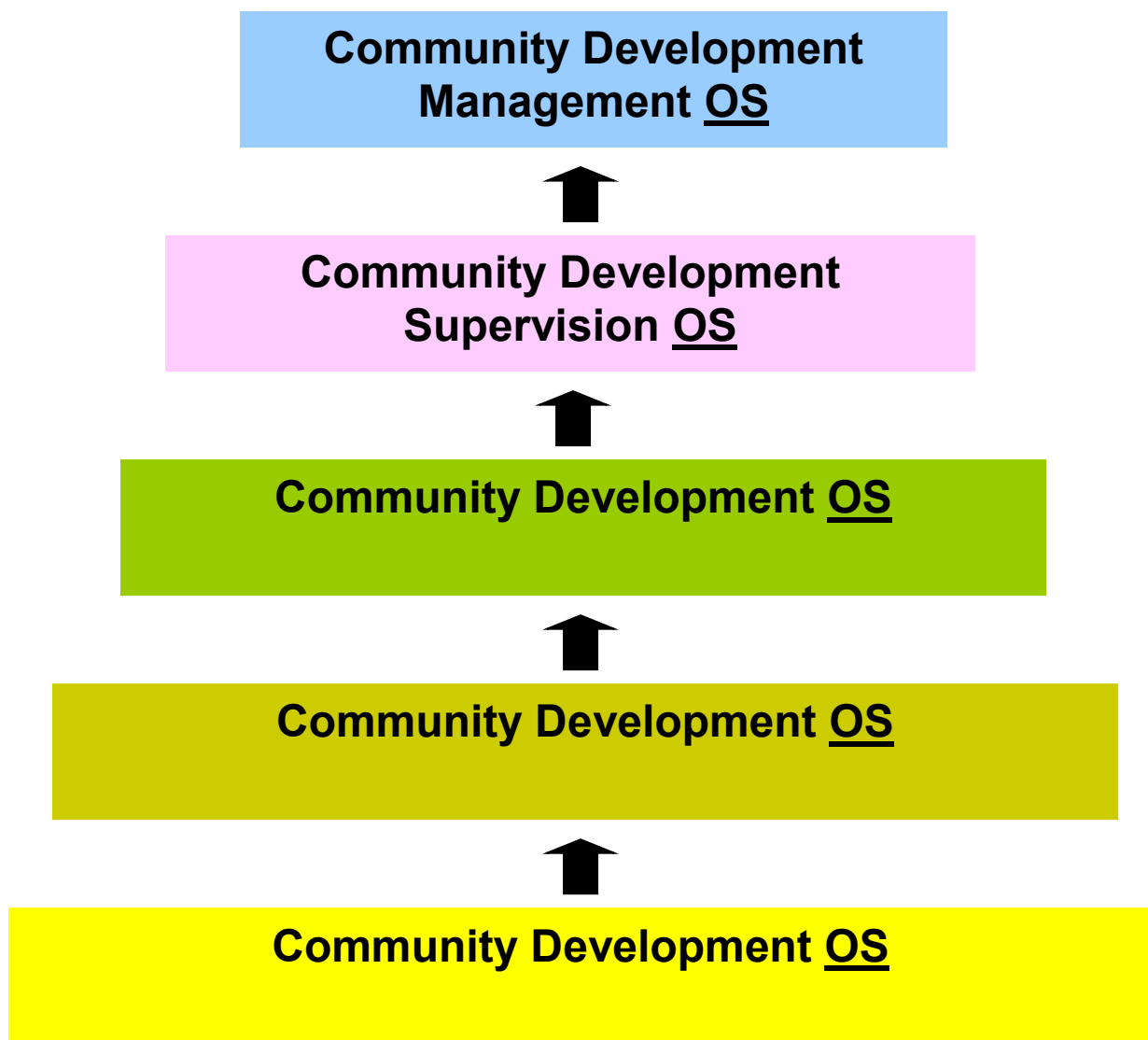
**ጉዳዩ፡ ተቋማችን ለ ምዘና መአከል እንዲመዘኑልን የላክናቸውን ሰልጣኞች ውጤት እንዲፃፍልን ስለመጠየቅ**

ከላይ በርዕሱ ለመግነጽ እንደሞከርነው .....ማሰልጠኛ ተቋማችን ከዚህ በፊት ወደ ምዘና መአከላችሁ እየላከ ሲያስመዝን እንደነበር ይታወቃል፡፡ በመሆኑም እስካሁን የምናስመዝናቸውን ሰልጣኞች ያለፉትንና ያላሟሉትንና እንዲደግሙ የተደረጉትን (Competent or Not yet competent) በፐርሰንት ለይቶ ውጤታቸውን በተላኩበት ጊዜ butch ተጠቅሶ እንዲሰጠንና ከአሁን በኋላም የእውቅና ፈቃድና እድሳት ባጸደቀው የሰልጣኝ የሰልጠና ክትትልና ሊሎች ፎርማሊቲዎች ስናቀርብ ውጤቱ ተሰልቶ እንዲሰጠን በሚል በአክብሮት የምዘና መአከሉን እንጠይቃለን፡፡

ከሰላምታጋር

Figure 148 SOCIAL WELFARE AND SERVICES OCCUPATIONAL MAPS

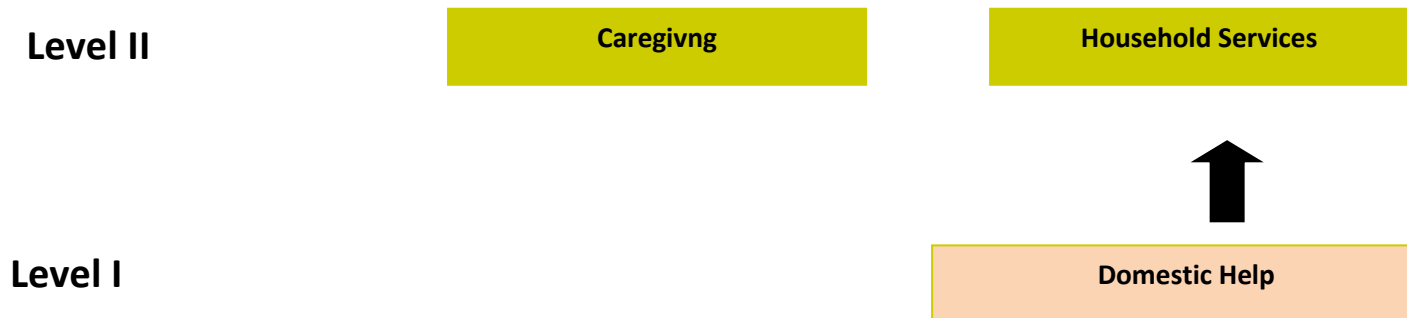




**Related filed of stady in the occupation map**

**Sector: Labor Affairs and Social Services**

**Sub-Sector: Social Service**



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12. <https://books.google.com.et/books?id=HXRRDwAAQBAJ&pg=PA267&dq=Container+for+dirty+spoons/dishes&hl=en&sa=X&ved=0ahUKEwi4pdnb6fHhAhVMwsQBHbP8A2kQ6AEILjAB#v=onepage&q=Container%20for%20dirty%20spoons%2Fdishes&f=false>
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1. በአ/አ ከተማ አስተዳደር የትም/ ስልጠና ጥራት ሙያ ብቃት ምዘና ማረጋገጫ ባለስልጣን የካ ቅርንጫፍ ጽ/ቤት የትም/ና ሥልጠና የተቋማት እውቅና ፈቃድና እድሳት የቴክና ሙያ ሥልጠና የፕሮግራም ዕውቅና ፈቃድ አሰጣጥ ፎረማሊቲ

Addis Ababa city government education and training authority Yeka branch TVET Institutional Teams Customer service request application formalities.

## APPLICATION FORM FOR ACCREDITATION

This form shall be completed in two copies, signed (both by TVET expert and the representative of the applying TVET), stamped and a copy is given to the applicant for confirmation.

### Program and Institutional Accreditation for New Applicant TVET institute

Date of application, as you want

By Berhanu Tadesse December year 2018

### A. Background Information on the Institution

Name of Institution: -----

Address: Location and -----



Owner/s of the TVET.....

Types of ownership.....

Tel: Office-----Mobile-----

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Responsible person: - Dean

Tel: Office: ----- Mobile: -----

Fax: \_\_\_\_\_ E-mail: -----

Service type request የአገልግሎት ጥያቄ ዓይነት

A) Official recognition of accreditation) / ዕውቅና ፈቃድ

B) Renewal of the license / ዕውቅና እድሳት

C) progress From short term to level ደረጃማሳደግ

D) Program expansion/ፕሮግራም ማስፋፋት

E) Quality audit result -----

Other (specify)

Program provision: short term

Or level

List of codes and programs applied:- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Planned Mode of Delivery: Regular  Extension

## Annex 1 Documents Submitted up on Application

S. No Documents on requirements –Submission- Remark status better to prepare in table

1 Application letter

2 Business registrations

---

3 Evidence on financial viability

---

4 Stakeholder analysis, Cooperative Training Memorandum of understanding with industry, trade or service as required

---

5 Institutional legislation

---

6 Strategic plan

---

7 Annual plan

---

8 Market Need assessment on the program(s) /workshop proceeding

---

9 Program Curriculum For each program

---

10 TTLM teacher guide, learner guide and assessment packet

---

11 Material and Human resource policy

---

12 Trainees handbook

---

12.1. Trainees rights in TVET such as Laws and court precedent on privacy rights, Equality and diversity, Trainees rights in academic advising and conducts, disciplinary procedures & rights, Proctors' powers, complaints procedures, Trainees rights in recruitment, Trainees rights in admissions, Trainees rights in readmissions, Trainees classroom rights, Trainees group rights, residence or residence hall rights, Trainees privacy rights, information rights, Trainees rights in discipline, Plagiarism and dismissal, Trainees rights and Harassment and campus police, Trainees Safety and security rights, Trainees constitutional rights, Free speech and association rights, Equality rights, student consumer rights, Entering your other institutional and national examinations, Trainees employment rights

---

13 Trainees Assessment and evaluation policy both institutional and national

---

14 Trainees support/counseling guideline

---

15 Quality assurance policy/guideline

---

16 Research and community service Policy/guideline

---

17 Payment evidence Required after the documents 1-16 are submitted

---

18 Building lease/ownership could be submitted 10 days before the visit day

---

19 Course materials/modules for cooperative training delivered Programs

---

20 Human Academic and technical staff

---

Note: For a new program, program relevance is proved through stakeholders' consultation on which Workshop proceeding should be presented. Otherwise, a need assessment is enough new private or NGO TVET institute.

### Conditions of acceptance:

1. Application shall be accepted conditionally only when all documents from 1-16 are submitted up on application and documents from 17-22 are submitted in the time as specified in the table above.
2. As a failure to submit any one of the documents from 1-16 results in automatic rejection of the application, the Sub-City shall claim application fee in the finance office.

### 2. በስራ ላይ ያሉ የግልና መንግስታዊ ያልሆኑ የቴ/መ/ ተቋማት ፕሮግራም ማስፋፋት እውቅና ጥያቄ ከሚያስፈልጉ ሰነዶች / Private and Non-Governmental TVET Programsdemand of other strem after making institutional development disclosureaccreditation.

Sno	Document on requirement	Remarke
1	Application letter	
2	Annual plan	
3	Curriculum for the additional programs	
4	Course materials including TTLM	
5	Evidence on payment	
6	Office and program facility is including strategic plan	
7	Memorandum of understanding with relevant body	
8	For the program Academic and Technical staff (HRM)	
9	Financial audit and Progress Report	

NB: Are the institution additional attachment documents fulfill like the institute DAC and available in both?

**ሰንጠረዥ 3 በስራ ላይ ያሉ የግልና መንግስታዊ ያልሆኑ የቴ/መ/ ተቋማት ለእውቅና እድሳት ጥያቄ ከሚያስፈልጉ ሰነዶች /**

**Table 3 Private and non-governmental TVET institutions with documentation required for license renewal / accreditation**

S.No	Document on requirement	
1	Application letter	
2	Revised business license	
3	Revised Curriculum for programs	
4	Course materials including TTLM	
5	Evidence on payment	
6	Office and program facility is including strategic plan	
7	Memorandum of understanding	
8	Academic and Technical staff (HRM) for the program	
9	Revised Annual plan	
10	Revised strategic plan	
11	Progress report	
12	Self evaluation document	
13	Revised building lease	
14	Employees payment Payroll	
15	For institutional recognition application fee, Is there a client appointment time to meet the requirements?	

Is there a client appointment time to meet the requirements?

Yes No

If there is an appointment

Executionist name and signature date

# ለአጫጭር ስልጠና የእውቅና ፈቃድ በባለሙያዎች የሚታይ ቼክሊስት

ቅጽ - 01

## በአዲስ አበባ ከተማ አስተዳደር የት/ስ/ጥ/ቁ/ባለስልጣን

የትምህርትና ስልጠና ተቋማት እውቅና ፈቃድና እድሳት ዳይሬክቶሬት የቴክኒክና ሙያ ትምህርትና ስልጠና ቡድን አዲስ እውቅና፣ ኘሮግራም ለማስፋፋት፣ ደረጃ ለማሳደግ እና ለዕድሳት የዕውቅናፈቃድ መጠየቂያ ፎርማት ለአጫጭር ስልጠና

ቀን \_\_\_\_\_

የተቋም ስም \_\_\_\_\_

አድራሻ ክፍለ ከተማ \_\_\_\_\_ ቀበሌ/ወረዳ \_\_\_\_\_ የቤት ቁጥር \_\_\_\_\_

የቢሮ ስልክ \_\_\_\_\_ ሞባይል \_\_\_\_\_

ካምፓስ \_\_\_\_\_ ፋክስ \_\_\_\_\_

ፖ.ሣ.ቁ. \_\_\_\_\_ አ.ሜይል \_\_\_\_\_

የተቋሙ ባለቤት/ተወካይ ስም \_\_\_\_\_

አድራሻ ክፍለ ከተማ \_\_\_\_\_ ቀበሌ/ወረዳ \_\_\_\_\_ የቤት ቁጥር \_\_\_\_\_

የቢሮ ስልክ \_\_\_\_\_ ሞባይል \_\_\_\_\_

ካምፓስ \_\_\_\_\_ ፋክስ \_\_\_\_\_

ፖ.ሣ.ቁ. \_\_\_\_\_ አ.ሜይል \_\_\_\_\_

### 1. የአገልግሎት ጥያቄ ዓይነት

ሀ) አዲስ ዕውቅና ፈቃድ ☐ ፕሮግራም ማስፋፋት ☐

ለ) ደረጃ ማሳደግ ☐ መ) ዕውቅና እድሳት ☐

### 2. ፈቃድ የተጠየቀበት ደረጃ

ሀ) ደረጃ አንድ ☐ ሐ) አጫጭር ስልጠና ☐

ለ) ደረጃ ሁለት ☐

### 3. ፈቃድ የተጠየቀበት ፕሮግራም/የሙያ መስክ እና ደረጃ በአጫጭር ስልጠና ከሆነ የብቃት አሀዶች ከነኩዱ

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_
- vi. \_\_\_\_\_
- vii. \_\_\_\_\_
- viii. \_\_\_\_\_
- ix. \_\_\_\_\_

- x. \_\_\_\_\_
- xi. \_\_\_\_\_
- xii. \_\_\_\_\_



#### 4. ከማመልከቻ ደብዳቤ ጋር የሚቀርቡ ዝርዝር መረጃዎች/ዶክመንቶች

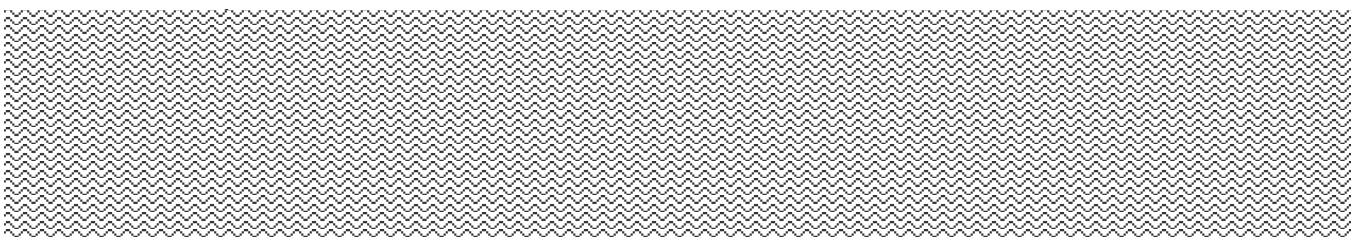
ተ. ቁ	የሚቀርቡ ሰነዶች/ ዶክመንቶች ዝርዝር	ከማመልከቻው ጋር ሰነዶች/ዶክመንቶች		ምርመራ
		ቀርቧል	አልቀረበም	
1	ፍቃድ የተጠየቀባቸው የሙያ ደረጃ ወይም ብቃት አሃዶች የያዘ ማመልከቻ ደብዳቤ			ለአዲስ፣ ለእድሳት፣ ለማስፋፋት እና ለደረጃ ማሰዳግ
2	በህጋዊ አካል የፀደቀ የቋሙ ስም እና በውልና ማስረጃ የተረጋገጠ የተቋም ሀላፊ መረጃ(የተቋም ባለቤት ካልሆነ)			ለአዲስ ፈቃድ
3	ከባለስልጣኑ የተዘጋጀውን ቅፅ 01፣02፣03 እና 04 ሞልቶ ማቅረብ			ለአዲስ፣ ለእድሳት፣ ለማስፋፋት እና ለደረጃ ማሰዳግ
4	ፕሮጀክት ፕሮፖዛል/ቢዝነስ ፕላን			ለአዲስ ፈቃድ ለማስፋፋት
5	የምዝገባ ፈቃድ			ለአዲስ እና ለእድሳት ፈቃድ
6	የታደሰ ንግድ ፈቃድ			ለእድሳት ፈቃድ
7	<b>7.1 ተቋሙ የስልጠና ሥራውን የሚያካሂድበት ቦታ በተመለከተ</b> ሀ. ግቢው የግሉ ከሆነ የካርታውን ዋና ለማገናዘብና የማይመለስ ፎቶ ኮፒ ያቀርባል ለ. የኪራይ ከሆነ በውልና ማስረጃ የተረጋገጠ ለኮሌጅ የ5 ዓመት ለተቋም 2 ዓመት የሚያገለግል የቤት ኪራይ ውል ማስረጃ ፎቶ ኮፒ ያቀርባል			ለአዲስ፣ ለእድሳት፣ ለማስፋፋት እና ለደረጃ ማሰዳግ
8	የተቋሙ መተዳደሪያ ደንብ /ሌጅስትሌሽን/ /የተቋሙን አደረጃጀት የሚያሳይ ቻርት/			ለአዲስ እና ለእድሳት ፈቃድ
9	የሰልጣኞች መተዳደሪያ ደንብ /ስቴዲዎንት ሃንድ ቡክ/			ለአዲስ እና ለእድሳት ፈቃድ
10	የተቋሙ የ3 አመት ስትራቴጂክ እቅድ /የተቋሙን ራስገደ፣ ተልኮ እና ግብ በግልፅ የሚያሳይ ስለመሆኑ/			ለአዲስ እና ለእድሳት ፈቃድ
11	የተቋሙ አመታዊ እቅድ			ለአዲስ እና ለእድሳት ፈቃድ
12	ተቋሙን አጠቃልይ እድገት ሊያሳይ የሚችል ፕሮግረስ ሪፖርት			ለእድሳት፣ ለማስፋፋት እና ደረጃ ማሳደግ ፈቃድ ብቻ
13	የአሰልጣኝ የስልጠና ማስረጃ/ፕሮፋይል /የስልጠና ማስረጃ፣ የማሰልጠን ስነ ዘዴ ማስረጃ፣ የምዘና ማስረጃ እና የቅጥር ውል/ ስካን ተደርጎ በሶፍት ኮፒ መቅረብ አለበት /የቋሚ ወይም ቋሚ ኩንትራት እና የትርፍ ሰአት አሰልጣኝ/			ለአዲስ፣ ለእድሳት፣ ለማስፋፋት እና ለደረጃ ማሰዳግ
14	የአስተዳደር ሰራተኞች የትምህርት ማስረጃ/ፕሮፋይል /የትምህርት ማስረጃ እና የስራ ውል/ ስካን ተደርጎ በሶፍት ኮፒ መቅረብ አለበት /የተቋሙ ሀላፊ፣ ፀሀፊ፣ ሬጅስትራር ባለሙያ፣ ፋይናንስ ወይም የሂሳብ ሰራተኛ፣ የጥበቃ ሰራተኛ እና የፅዳት ሰራተኛ/			ለአዲስ ፣ ለእድሳት ፈቃድ እና ደረጃ ማሳደግ ማስፋፋት
15	ካሪኩለም/ሥርዓተ ትምህርት/ እና የመማር ማስተማር ማሠልጠኛ መሣሪያ /TTLM/ /በሀርድ ኮፒ/			ለአዲስ፣ ለእድሳት፣ ለማስፋፋት እና ለደረጃ ማሰዳግ

16	ፈቃድ በተጠየቀበት ሙያ ዘርፍ ከትኩረት ዘርፍ መሪ መስሪያ ቤቶች ወይም በተቋሙ የሰው ሐይል የገበያ ፍላጎት ጥናት ተደርጎ የቀረበ ጥናት/ሰነድ			ለአዲስ እና ለማስፋፋት
17	በ ቅፅ 04 መሰርት ተቋሙ የውስጥ ጥራት አዲት ያደረገበት ሰነድ			ለአዲስ ፍቃድ፣ ለእድሳት፣ ማስፋፋት እና ደረጃ ማሳደግ
18	ለአመቱ የተቀመጠውን የምዘና ግብ ውጤት ያሟላበት የምዘና መረጃ			ለእድሳት ፈቃድ
	ተቋሙ ዝግግጁ ማድረግ ያለበት ዋና ዋና አደረጃጀቶች	ዋና ዋና አደረጃጀቶች		
		ተዘጋጅ ቷል	አልተዘጋጀም	
19	የተቋም ሀላፊ ቢሮ ፣ የአስተዳደር(የሰው ሀብት)፣ እና ፋይናንስ ቢሮ ከአስፈላጊ ግብአት ጋር			ቢሮ በጋራ ከተሟላ ግብአት ጋር
20	ወርክሾፕ/ዲሞኒስትሬሽን/ላቦራቶሪ			
21	ማሰልጠኛ/መማሪያ ክፍሎች ከአስፈላጊ ግብአት ጋር			
22	ሪዲንግ ሩም/ሚኒ ላይበራሪ/ለርኒንግ ሪሶርስ ኤሪያ/ ከአስፈላጊ ግብአት ጋር			ለአጫጭር ከሶስቱ አንዱ ካለ
24	ሬጅስትራር ቢሮ ከአስፈላጊ ግብአት ጋር			
25	መፀዳጅ ክፍሎች			ለአሰልጣኝ፣ አስተዳደር ሰራተኞች እና ለሰልጣኝ ለወንድና ሴት ተለያይ
26	የስልጠና ማሽኖች፣ ትልልቅ መሳሪያዎች			
27	የስልጠና አላቂ ግብአቶች			
28	በተቋሙ አስፈላጊ የሆኑ የተቋሙ እቅድ /ስትራቴጂ፣ አመታዊ፣ የምዘናና የትብብር ስልጠና እቅድ/፣ ሪፖርቶች፣ የትብብር ስልጠና የጋራ ስምምነት ሰነዶች፣ መተዳደሪያ ደንቦች፣ መመስረቻ ሰነድ፣ የተቋሙ ስም የፀደቀበት ሰነድ፣ የባለስልጣኑ ማኑኦሎችና መመሪያዎች፣ የአሰልጣኝና የአስተዳደር ሰራተኞች መረጃዎች አስፈላጊ የሆኑ የቴክኒክና ሙያ ስትራቴጂዎች በሙሉ በተቋሙ ተደራጅተው ተቀምጧል፤			

ከላይ የተሞላው ቅፅ ትክክለኛ እና እውነተኛ በመሆኑ ተቋሙ በማንኛውም ሰአትና ጊዜ ዝግጁ በመሆኑ የባለስልጣኑ ባለሙያዎች ማየት የሚችሉ መሆኑን በፊርማዬ አረጋግጣለሁ፡፡

የተቋሙ ባለቤት ወይም በተቋሙ ስም በውልና ማስረጃ የተረጋገጠ ውክልና ያለው/ያላት ሰው ስም \_\_\_\_\_  
 ፊርማ \_\_\_\_\_ ቀን \_\_\_\_\_

የተቋሙ/የኮሌጁ ማህተም



ስም \_\_\_\_\_ ፊርማ \_\_\_\_\_ ቀን \_\_\_\_\_

**በአዲስ አበባ ከተማ አስተዳደር የት/ስ/ጥ/ቁ/ባለስልጣን**

**የትምህርትና ስልጠና ተቋማት እውቅና ፈቃድና እድሳት ዳይሬክቶሬት የቴክኒክና ሙያ ትምህርትና ስልጠና ቡድን ለአዲስ ዕውቅና በተያዘና ለሥልጠና ጥራት ማረጋገጥ ኃላፊነት ተጠያቂ በሚሆን ባለሙያ**

**የሚሞላ ፎርም፤**

**2.1 የተያዘው ውል ማስፈጸሚያ ቅጽ**

ይህ የውል ሰነድ ከዚህ በኋላ ውል ሰጪ እየተባለ የሚጠራው በአዲስ አበባ ከተማ አስተዳደር የትምህርትና ስልጠና ጥራት ቁጥጥር ባለስልጣን /የ-----ቅርጫፍ የትምህርትና ስልጠና ጥራት፣ሙያ ብቃት ማረጋገጫ ባለስልጣን አድራሻ ክ/ከተማ \_\_\_\_\_ ቀበሌ/ወረዳ \_\_\_\_\_ እና

ውል ተቀባይ እየተባለ የሚጠራው ተቋም/ኮሌጅ \_\_\_\_\_

አድራሻ ክ/ከተማ \_\_\_\_\_ ቀበሌ/ወረዳ \_\_\_\_\_ እንዲሁም ከዚህ በታች

ዋስተያዥ በሆኑት መካከል የተደረገ የውል ስምምነት ሆኖ ውል ሰጪ፣ ውል ተቀባይና ዋስተያዥ ተዋዋሮች ወገኖች ወደውና ፈቅደው ለሁለት ዓመት የሚቆይ የዋስትና ግደታ በዛሬው ዕለት በ \_\_\_\_\_ ቀን በ \_\_\_\_\_ ወር \_\_\_\_\_

ዓ/ም ከዚህ እንደሚከተለው ተስማምተው ተዋውለዋል፡፡

ማስልጠኛ ተቋሙ ፈቃድ ወስዶ ስልጠና ሲያካሂድ ከቆየ በኋላ በማንኛውም ምክንያት አገልግሎት መስጠት ቢያቆም ወይም ቢዘጋ እዉቅና ለሰጠው አካል የዘጋ መሆኑን በጽሁፍ በማሳወቅ፣ ለአገልግሎት የወሰደውን ዕውቅና ፈቃድ፣ ያስቀረጸቸውን ማህተሞችና ተተሮች፣ ስልጠና ያጠናቀቁ ሰልጣኞችን የትምህርት ማስረጃ ፕሮፋይል፣ በስልጠና ላይ የነበሩትን እንደ ሠልጣኞቹ ፍላጎትና ስምምነት ወደ ሌላ ተቋማት ያሸጋገረበትን ተጨባጭ ማስረጃ እና ሌሎች አስፈላጊ መረጃዎችን በወቅቱ በተገቢ ሁኔታ በማስረከብ፣ በህግ አግባብ ከሚያስጠይቁ ተግባራት ነጻ መሆኑን የሚያረጋግጥ መረጃ /Clearance/ ከፈቃድ ሠጪው አካል መወሰድ ይጠበቅበታል፡፡

ይህ ሳይሆን ቀርቶ ማስልጠኛ ተቋሙ የአዘጋግ ስርዓቱን ሳይፈጽም ዘግቶ ቢጠፋ ወይም ህገወጥ ተግባር ቢፈፅም በህግ አግባብ ተጠያቂ የሚሆንበት ውል ከፈቃድ ሰጪው አካል ጋር ተያዥ በማቅረብ ተስማምቷል፡፡

የ \_\_\_\_\_ ተቋም/ኮሌጅ/ዩኒቨርሲቲ ከ \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ ዓ/ም ጀምሮ በውል ሰጪ መ/ቤት መሰረት አስፈላጊውን የአስራር ሥርዓት ፈጽመው ኮሌጁ/ተቋሙ እና ውል ሰጪ የሆነው መ/ቤት በተስማሙት መሰረት ተቋሙ/ኮሌጁ ዋስተያዥ አቅርቧል፡፡

እኛ ሥማችን ከዚህ በታች የተገለፀው ውል ተቀባዮች ተያዥ በመሆን፣ ከላይ የተገለፁትን ሁኔታዎች አንብበን፣ ተረድተንና ወደን የተስማማን በመሆናችን ተቋሙ ሥራ ቢያቆም ወይም ቢዘጋ ከላይ በተቀመጠው መሰረት እንዲፈጽም ሐላፊነቱን የምንወስድና ተፈጻሚ ካልሆነ በህግ ፊት የምንጠየቅ መሆኑን አምነን መዋዋላችንን በፊርማችን እናረጋግጣለን፡፡

1. የተቋም/ኮሌጅ ባለቤት /ተወካይ/ ወይም እንደራሴ የሆነለት ግለሰብ፤

ሙሉ ስም እስከ አያት \_\_\_\_\_

የመኖሪያ አድራሻ \_\_\_\_\_ ክ/ከተማ \_\_\_\_\_ ቀበሌ/ወረዳ \_\_\_\_\_ የቤትቁጥር \_\_\_\_\_

ስልክ ቁጥር / ሞባይል \_\_\_\_\_

ስምና ፊርማ \_\_\_\_\_ ቀን \_\_\_\_\_

2. የተቋም/ኮሌጅ ሐላፊ/ዲን የተወከለ ሰው /የሦስት ዓመት የሥራ ውል በውልና ማስረጃ የተረጋገጠ/

ሙሉ ስም እስከ አያት \_\_\_\_\_

የመኖሪያ አድራሻ \_\_\_\_\_ ክ/ከተማ \_\_\_\_\_ ቀበሌ/ወረዳ \_\_\_\_\_ የቤትቁጥር \_\_\_\_\_

ስልክ ቁጥር / ሞባይል \_\_\_\_\_

ስምና ፊርማ \_\_\_\_\_ ቀን \_\_\_\_\_

3. የውል ሰጪ መ/ቤት ተወካይ/ባለሙያ፤

ስምና ፊርማ \_\_\_\_\_ ቀን \_\_\_\_\_

## 2.1 በተቋሙ/ኮሌጁ ለሚሠጥ ሥልጠና ጥራት ማረጋገጥ ኃላፊነት ተጠያቂ የሚሆን

### ባለሙያ የማረጋገጫ ፊርማ

እኔ \_\_\_\_\_ በ \_\_\_\_\_

ተቋም/ኮሌጅ/ዩኒቨርሲቲ ተቋሙ ፈቃድ በወሰደባቸው ሙያዎች ለሚሠጡት ሥልጠናዎች በአዲስ አበባ ከተማ

አስተዳደር የትምህርትና ስልጠና ጥራት ቁጥጥር ባለስልጣን ባወጣው ቅድመ ግዴታ ውል መሠረት ለትምህርትና

ሥልጠናው ሂደት ውጤታማነት በተለይም ደግሞ ለትምህርትና ሥልጠናው ጥራት ኃላፊና ተጠያቂ ለመሆን

በመስማማት የሦስት ዓመት የኮንትራት ውል ከ \_\_\_\_\_ ተቋም/ኮሌጅ/ዩኒቨርሲቲ ጋር መፈረሜን

በፊርማዬ አረጋግጣለሁ፡፡ የትምህርት ማስረጃዬንና የሥራ ውል በውልና ማስረጃ የተረጋገጠ አያይዜ አቅርቢያለሁ፡፡

:

ስም \_\_\_\_\_

በቋሙ ያለው/ያላት የስራ ሀላፊነት \_\_\_\_\_

ፊርማ \_\_\_\_\_

ቀን \_\_\_\_\_

እኔም የድርጅቱ/ተቋሙ/ኮሌጁ/ዩኒቨርሲቲ ባለቤት ወይም ሥራ አስኪያጅ ከላይ በስም የተጠቀሱትን አቶ/ወ/ሮ/ወ/ት

\_\_\_\_\_ ለትምህርትና ሥልጠና ጥራት ሙሉ ኃላፊ እንዲሆኑ ሙሉ ሥልጣንና

ኃላፊነት ከተጠያቂነት ጭምር ለሦስት ዓመት ሕጋዊ ውክልና የሰጠሁ መሆኔን በፊርማዬ አረጋግጣለሁ፡፡

ስም \_\_\_\_\_

ፊርማ \_\_\_\_\_

ቀን \_\_\_\_\_

ኮሌጁ/ተቋሙ ማህተም

## በአዲስ አበባ ከተማ አስተዳደር የት/ስ/ጥ/ቁ/ባለስልጣን

የትምህርትና ስልጠና ተቋማት እውቅና ፈቃድና እድሳት ዳይሬክቶሬት የቴክኒክና ሙያ ትምህርትና ስልጠና ቡድን አዲስ ለመጀመር ወይም ፕሮግራም ለማስፋፋት ወይም ደረጃ ለማሳደግ ወይም ለዕድሳት የዕውቅና ፈቃድ መጠየቂያና ማመልከቻ ፎርም /በተቋሙ ባለቤት/ተወካይ/ የሚሞላ፤

የጉዳዩ መለያ ቁጥር (Case Number) \_\_\_\_\_

ቀን \_\_\_\_\_

የአመልካቹ ግለሰብ/ድርጅት/ተቋም ስም \_\_\_\_\_

አድራሻ ክፍለ ከተማ \_\_\_\_\_ ቀበሌ/ወረዳ \_\_\_\_\_ የቤት ቁጥር \_\_\_\_\_

\_\_\_\_\_ የቢሮ ስልክ \_\_\_\_\_ ሞባይል \_\_\_\_\_

ካምፓስ \_\_\_\_\_ ፋክስ \_\_\_\_\_

ፖ.ሣ.ቁ. \_\_\_\_\_ አ.ሜይል \_\_\_\_\_

## 5. የአገልግሎት ጥያቄ ዓይነት

ሀ) ዕውቅና ፈቃድ

☐

መ) ዕውቅና እድሳት

ለ) ደረጃ ማሳደግ

☐

ሠ) ጥራት አዲት

☐

ሐ) ፕሮግራም ማስፋፋት

☐

ሌላ (ይገለጽ)

i. \_\_\_\_\_

ii. \_\_\_\_\_

## 6. የአገልግሎት ጥያቄ የቀረበበት ቀንና ሰዓት \_\_\_\_\_

እኔ አቶ/ወ/ሮ/ት \_\_\_\_\_ ከዚህ በታች በተራ ቁጥር 6 በተዘረዘሩት የስልጠና ፕሮግራም ሥልጠና ለመስጠት \_\_\_\_\_ የተባለውን ተቋም/ኮሌጅ አቋቁሜ እውቅና እንዲሰጠኝ ጥያቄ ሳቀርብ ቀጥሎ የተዘረዘሩትንና በባለስልጣኑ



የተቀመጡትን ቅድመ ሁኔታዎች በሚሟላት ሲሆን በዚሁ ረገድ ትክክለኛ መረጃ መስጠቴንም አረጋግጣለሁ፡፡

1. ቅድመ ሁኔታዎች

- 1.1. ትምህርትና ሥልጠና ሊሰጥበት የታሰበው ሕንፃ ወይም ግቢ ለትምህርትና ሥልጠና አገልግሎት ብቻ የሚውል መሆኑን፤
- 1.2. በፊደራል ቴ/መ/ት/ስ/ኤጀንሲ ለየሙያ መስክ በተዘጋጁት የሙያ ደረጃ (Occupational standard) መሠረት ትምህርትና ሥልጠናውን የሚሰጥ መሆኑን፤
- 1.3. በሙያ ደረጃው መሠረት ሥርዓተ ትምህርት ላልተዘጋጀላቸው ሙያዎች ሥርዓተ ትምህርትን አዘጋጅቼ በማስገምገም ሥልጠናውን ለመስጠት የተዘጋጀሁ መሆኔን፤
- 1.4. የአሠልጣኞችና ሌሎች ሠራተኞች የትምህርት ደረጃ በቴክኒክና ሙያ ትምህርትና ሥልጠና የፕሮግራም ዕውቅና ፈቃድ አሰጣጥ መመሪያ ላይ በተመለከተው መሠረት የምፈጽም መሆኔን፤
- 1.5. የሠልጣኞች መግቢያ ነጥብ በባለስልጣኑ በሚወጡ የመግቢያ መስፈርቶች መሠረት የምፈጽም መሆኑን ተገንዝቤ የሚከተሉትን ትክክለኛ መረጃዎች አቅርቤያለሁ፡፡

2. የተቋሙ /የኮሌጁ/ አጠቃላይ ሁኔታ መረጃ ማቅረቢያ

1. የፕሮጀክት ሰነድ በተቋማት ደረጃ በባለስልጣኑ የወጣውን የቴክኒክና ሙያ ትምህርትና ሥልጠና የፕሮግራም ዕውቅና ፈቃድ አሰጣጥ መመሪያ የተመለከቱትን ነጥቦች በማካተት፡-

ሀ/ ቀርበዋል ☐

ለ/ አልቀረቡም ☐

2. በሕጋዊ አካል የፀደቀው የተቋም /ኮሌጅ/ ስም \_\_\_\_\_

3. ተቋሙ የተቋቋመበት አድራሻ፡-

3.1. ከተማ \_\_\_\_\_ ስልክ \_\_\_\_\_

3.2. ክፍለ ከተማ / \_\_\_\_\_ ፋክስ \_\_\_\_\_

3.3. ቀበሌ \_\_\_\_\_ የቤት ቁጥር \_\_\_\_\_ የፖ.ሣ.ቁ. \_\_\_\_\_ ኢሜል \_\_\_\_\_

3.4. ኮሌጁ/ተቋሙ የመጀመሪያውን የዕውቅና ፈቃድ ያገኘበት ጊዜ \_\_\_\_\_

3.5. የመጨረሻ እድሳት ያገኘበት ወርና ዓመተ ምህረት \_\_\_\_\_

4. የተቋሙ የባለቤትነት ዓይነት፡

የግል ☐ የማህበር ☐ የሚሰራ ☐ ሥት

መንግሥታዊ ያልሆነ ድርጅት ☐ ሌላ ካለ (ይገለጽ) \_\_\_\_\_

5. የተቋሙ ሕንፃ /የማሰልጠኛ ቦታ ይዞታ ዓይነት፡-

የባለተቋሙ ንብረት ☐ ንግሥት ኪራይ የግል ☐ ይ ☐

የመንግሥት ☐ ሌላ ካለ (ይገለጽ) \_\_\_\_\_

6. ደንበኛው የጠየቁት አገልግሎት የፈቃዱ ዓይነት፤ የሙያ መስክ፤ ደረጃና የታቀደ የሠልጣኝ ብዛት በሚቀጥለው ሠንጠረዥ ይሞላ፡፡

ተ.ቁ	ፈቃድ የተጠየቀባቸው የሙያ መስኮች	ደረጃ (Level)	ያሉ (የታቀደ) ሠልጣኞች ብዛት	የፈቃዱ ዓይነት ዕውቅና/እድሳት/ማሳደግ/ማስፋፋት ስለመሆኑ	እድሳት ከሆነ ፈቃዱ የሚጠናቀቅበት ወርና ዓ/ም	ምርመራ
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7. ተቋሙ ከዚህ በፊት ከባለስልጣኑ/ቴክኒክና ሙያ ትምህርትና ሥልጠና ኤጀንሲ/ክፍለ ከተማ/ ቀደም ሲል ባገኘው ዕውቅና የሚያካሂደው ሥልጠና ካለ መረጃው በሚከተለው ሠንጠረዥ ይካተት፤

ተ/ቁ	የሥልጠና መስክ	ደረጃ / Level/	የሠልጣኞች ብዛት	የማስተማሪያ ክፍሎች		የወርክሾፕ/ሠር ቶ ማሳያዎች		ምርመራ
				ብዛት	የእያንዳንዱ ስፋት በሜ.ካ	ብዛት	የእያንዳንዱ ስፋት በሜ.ካ	
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8. በስልጠና ዘመኑ በመሰልጠን ላይ ካሉት በየሙያ መስኩና በየደረጃው ለምዘና የቀረቡ ሰልጣኞች ውጤት መረጃ በሚከተለው ሠንጠረዥ ይካተት፤

ተ/ቁ	የተመዘኑበት ሙያ ስያሜ	የተመዘኑበት ደረጃ / Level/	ስልጠና የጀመሩበት ዓ/ም	ለምዘና የቀረቡ	ብቁ የሆኑ	ብቁ ያልሆኑ	ብቁ የሆኑ በመቶኛ	ምርመራ
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9. ተቋሙ ሥልጠና ለመስጠት ዕውቅና/አድሳት/ደረጃ ማሳደግ/ማስፋፋት የጠየቀባቸው የሙያ መስኮች፤ ደረጃ (Level)፣ በእያንዳንዱ ሙያ ለመቀበል ያቀደው የሠልጣኞች ብዛት፣ የማስተማሪያ ክፍሎች፣ የወርክሾፑን ስፋትና ሠልጣኝ የማስተናገድ አቅምን በተመለከተ፤

ተ/ቁ	የሥልጠና መስክ	ደረጃ / Level/	የሠልጣኞች ብዛት	የማስተማሪያ ክፍሎች		የወርክሾፑ /ሠርቶ ማሳያዎች		ምርመራ
				ብዛት	የእያንዳንዱ ስፋት በሜ.ካ	ብዛት	የእያንዳንዱ ስፋት በሜ.ካ	
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#### 10. የአስተዳደር ሠራተኞች መረጃ

No	Name	Field of study	የቅጥር ዓይነት	የስራ ድርሻ/ሐላፊነት	ምርመራ
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ተ.ቁ	ስም	የትምህርት ደረጃ	የሰለጠነበት ሙያ መስክ	ቋሚ	ኮንትራት		
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11. የአሠልጣኝ መምህራን ዝርዝር መረጃ፤

No ተ.ቁ	Name ስም	Education al Level የትምህርት ደረጃ	Field of study የሰለጠነበት ሙያ መስክ	Occupati on የሚያሰለጥነበት የሙያ መስክ	Level የሚያሰለጥነበት የሙያ ደረጃ	የቅጥር ዓይነት			COC ብቃት ማረጋገጫ ውጤት		TM የሥነ- ማሰልጠን ዘዴ	
						ቋሚ	ኮንት ራት	የትርፍ ለኣት	Com pete nt	Not Compet ent	Certified	Not certified
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ማሳሰቢያ፡- አስፈላጊ የሆኑ መረጃዎች መያያዝ አለባቸው

12. ቤተመጻህፍትን በተመለከተ፤

ተ.ቁ	የሙያ መስክ	የማጣቀሻ መጻህፍት ብዛት /የዋና ኮርስ/	የመማር ማስተማር ስልጠና መሳሪያ በብቃት አሀድ ብዛት /TTLM per unit of competencies/	ምርመራ
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13. ኮምፒውተር ማዕከልን በተመለከተ፤

ተ.ቁ	የኮምፒውተር ማዕከል/ላብ/ ብዛት	የኮምፒውተር ብዛት በቁጥር	ኢንተርኔት ስለመኖሩ		የኮምፒውተር ሰልጣኝ ጥምርታ/ሬሾ/	ምርመራ
			አለ	የለም		

14. በተቋሙ ለሚሠጥ ሥልጠና ጥራት ማረጋገጥ ኃላፊነት ተጠያቂ የሚሆን ባለሙያ የሦስት ዓመት የሥራ ውል በውልና ማስረጃ የተረጋገጠ”-

ሀ) ተያይዟል ☐

ለ) አልተያያዘም ☐

15. በተራ ቁጥር 9 የተዘረዘሩት የአስተዳደር ሠራተኞች መረጃ/ፕሮፋይል/፤

ሀ) ተያይዟል ☐

ለ) አልተያያዘም ☐

16. በተራ ቁጥር 10 የተዘረዘሩት የአሠልጣኝ መረጃ/ፕሮፋይል/፤

ሀ) ተያይዟል ☐

ለ) አልተያያዘም ☐

17. ጥያቄ በቀረበላቸው የሙያ መስኮች የማጣቀሻ መጽሐፍት እና የማሰልጠኛ መሣሪያዎች ዕቃዎች ዓይነትና ብዛት ዝርዝር

ሀ) ተያይዟል ☐

ለ) አልተያያዘም ☐

18. ፈቃድ ለተጠየቀባቸው የሙያ መስኮች ስርዓተ ትምህርትና ስልጠና /curricula/ ተዘጋጅቶ ለስልጠና ስለመቅረቡ፤

ሀ) ለሁሉም ተዘጋጅቷል ☐      ለ) በከፊል ተዘጋጅቷል ☐

ሐ) አተዘጋጀም ☐

19. ፈቃድ ለተጠየቀባቸው የሙያ መስኮች በሙያ ምደባው መሰረት ለአያንዳንዱ ብቃት አሀድ /units of competencies/ የመማሪያ ማስተማሪያ ስልጠና መሳሪያ /TTLM/ ተዘጋጅቶ ለስልጠና ስለመቅረቡ፤

☐

☐

ሀ) ለሁሉም ተዘጋጅቷል                      ለ) በከፊል ተዘጋጅቷል

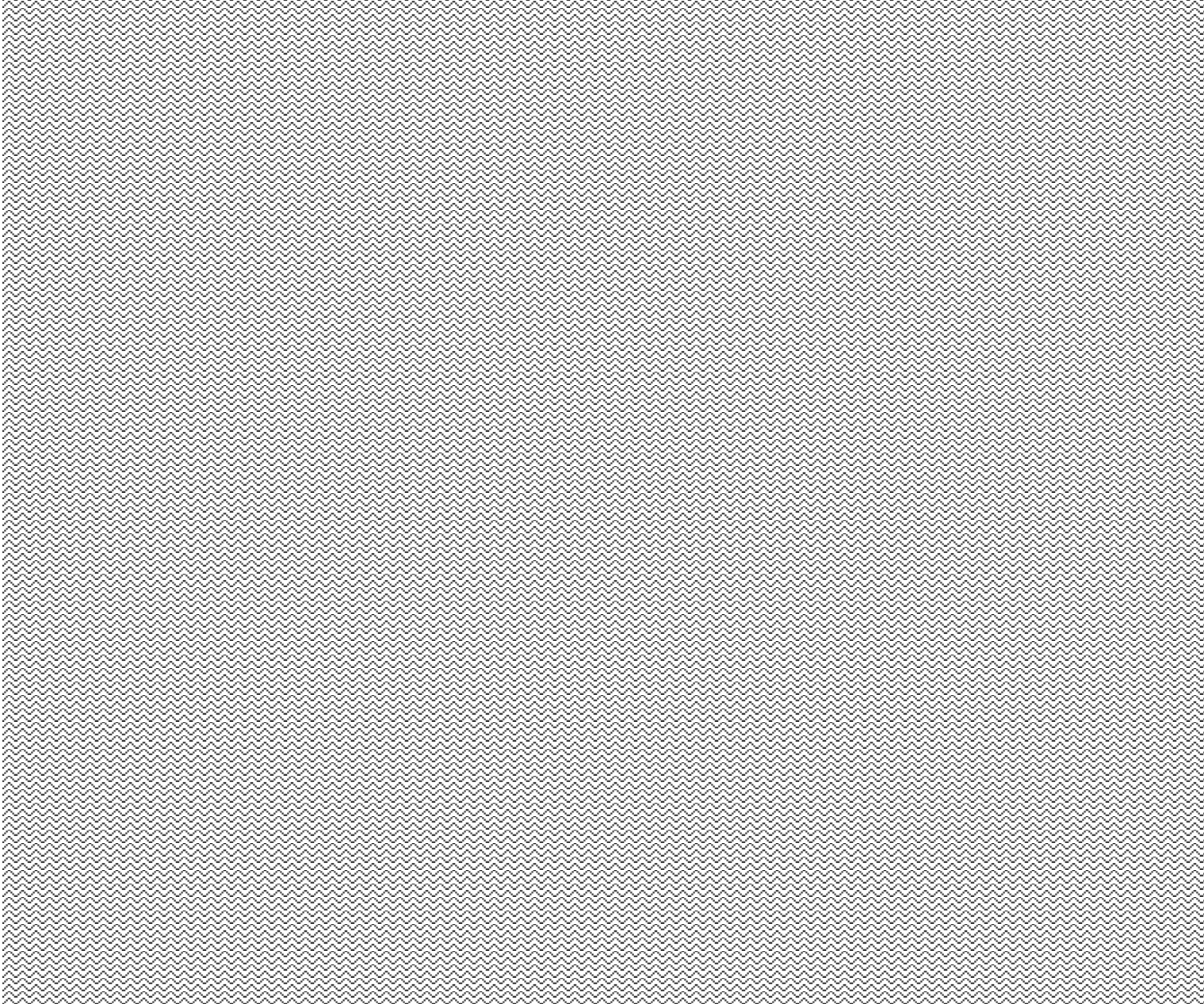
ሐ) አተዘጋጀም

☐

የተቋሙ /የኮሌጁ ባለቤት/ተወካይ ስምና ፊርማ፤

ስም \_\_\_\_\_ ፊርማ \_\_\_\_\_ ቀን \_\_\_\_\_

የተቋሙ/የኮሌጁ ማህተም



ቅጽ-04

**በአዲስ አበባ ከተማ አስተዳደር የት/ሰ/ጥ/ቁ/ባለስልጣን**

**የትምህርትና ስልጠና ተቋማት እውቅና ፈቃድና እድሳት ዳይሬክቶሬት የቴክኒክና ሙያ ትምህርትና ስልጠና ቡድን**

**የዕውቅና/የእድሳት ጥያቄ ማመልከቻ ሲቀርብ በፕሮጀክት ዶክመንት፣ ደጋፊ ሰነዶችና ሌሎች አስፈላጊ**

**መረጃዎች ስለመካተታቸው ማረጋገጫ (Check List) /በአመልካቾች የሚሞላ/**

የተቋሙ ስም \_\_\_\_\_

ካምፓስ \_\_\_\_\_

የተቋሙ ባለቤት \_\_\_\_\_



የተቋሙ የሚገኝበት ክፍለ ከተማ \_\_\_\_\_

ቀበሌ/ወረዳ \_\_\_\_\_ የቤ.ቁ. \_\_\_\_\_

የቢሮ ስልክ \_\_\_\_\_ ፋክስ \_\_\_\_\_ ኢሜይል \_\_\_\_\_

ተቋሙ ለመጀመሪያ ጊዜ የዕውቅና ፈቃድ ያገኘበት ጊዜ

ወር \_\_\_\_\_ ዓ.ም \_\_\_\_\_

ቀጥሎ የተዘረዘሩት መረጃዎች/ሰነዶች መቅረባቸውን/በዶክመንት ውስጥ መካተታቸውን አዎ/

መረጃ አለ/ሙሉ ለሙሉ/በአብዛኛው/በከፊል ቀርቧል ወይም አይደለም/መረጃ የለም/ አልቀረበም

በማለት(✓) ምልክት በማድረግ ያረጋግጡ

	አዎ/ መረጃ አለ/ ሙሉ ቀርቧል	አዎ/ መረጃ አለ/ አልቀረበም መረጃው በአብዛኛው ቀርቧል	አዎ/ መረጃ አለ/ መረጃው በከፊል ቀርቧል	አይደለም/ መረጃ የለም/ መረጃው አልቀረበም	ምርመራ /ያልቀረበ- መረጃዎች ይጠቀሱ/
<b>1. ስለ ተቋሙ አጠቃላይ መረጃ፤</b>					
<b>ሀ) ተቋም</b>					
የተቋሙ ስም በሌላ አካል ያልተያዘና በሕጋዊ አካል የጸደቀ ነው					
የተቋሙ ታሳቢ ስም፤ የተቋቋመበት ቦታ፤ ስልክ ቁጥር፤ ኢሜል አድራሻ፤ የፖስታ ሣጥን ቁጥር፤					
የማሠልጠኛ ተቋም ባለቤት ስምና አድራሻ፤ የተቋሙ የባለቤትነት ይዞታ (በግል፤ በማኅበር፤ በመንግሥት፤ በመያድ ወዘተ) ስለመሆኑ፤					
የማሠልጠኛ ተቋሙ ተጠሪ (እንደራሴ) የሆነለት አካል ስም እና አድራሻ፤					
ተቋሙን ለማቋቋም የሚያስችሉና አግባብ ባለው መዝጋቢ መ/ቤት የተመዘገበበት የተቋሙ መመስረቻ ማስረጃና የንግድ ማኅበር ከሆነ የማኅበሩ መተዳደሪያ ደንብ ኮፒ፤					
የተቋሙ ራዕይ፤ ተልዕኮና ዓላማዎችና የሶስት/አምት ዓመት ዕቅድ፤					
ለደረጃ 3፤ 4 እና 5 ተቋሙ ሥልጠና የሚያካሂድበት ሕንጻ የባለቤትነትና የይዞታ ማረጋገጫ ወይም ቢያንስ ለአምስት ዓመት የሚያገለግል በውልና ማስረጃ ምዝገባ የፀደቀ ህጋዊ የኪራይ ውል፤ እንዲሁም ለደረጃ 1፤ 2 እና አሜሮር ስልጠና ተቋሙ ሥልጠናውን የሚያካሂድበት ሕንጻ የግል ወይም የማህበር ይዞታ ከሆነ የባለቤትነትና የይዞታ ማስረጃ ወይም በውልና ማስረጃ የፀደቀ ቢያንስ ሥልጠናው የሚፈጀውን ጊዜ ያህል የሚቆይ ህጋዊ የኪራይ ውል፤					
<b>ለ) የሙያ ምደባና የገበያ ፍላጎት</b>					
ፈቃድ የተጠየቀበት ሙያ ዘርፍ ከወቅታዊ የሰው ሐይል ገበያ ፍላጎት አንጻር ስለመሆኑ					
የሥልጠና ፕሮግራሞችና የሙያ ዓይነቶች በሙያ ደረጃ ምደባ (Occupational Standard) መሠረት ደረጃውን የጠበቀ የኮርሶች አሰጣጥ ዕቅድ ያካተተ ሥርዓተ ትምህርትና ስልጠና ስለመቅረቡ፤					
የስልጠና መርሐግብር ቅደም ተከተልና ሥልጠናው የሚወስደው የጊዜ ርዝመት፤					

	አዎ/ መረጃ አለ/ ሙሉ ለሙሉ ቀርቧል	አዎ/ መረጃ አለ/ አልቀረበም መረጃው በአብዛኛው ቀርቧል	አዎ/ መረጃ አለ/ መረጃው በከፊል ቀርቧል	አይደለም/ መረጃ የለም/ መረጃው አልቀረበም	ምርመራ /ያለቀረቡ መረጃዎች ይጠቀሱ/
ሥልጠናው የሚሰጥበት የአሠላጣጠን ስልት/Mode of delivery/ ያካተተ በሙያ ምደባዉ መሠረት የተዘጋጀ የመማር ማስተማር ማሠልጠኛ መሣሪያ/ TTLM/ ስለመዘጋጀቱ፤					
<b>ሐ) የሥራ ፈቃድ</b>					
• የምዝገባ ማስረጃ					
• የንግድ/የኢንቨስትመንት ፈቃድ					
<b>መ) አደረጃጀት</b>					
• የተቋሙ አስተዳደራዊ መዋቅር					
• የተቋሙ ኃላፊዎችና ሠራተኞች የእያንዳንዳቸው የሥራ ድርሻ በዝርዝር					
• ለሥልጠና ጥራት ኃላፊነት የሚወስድ የሥራ መሪ ውክልናና ስምምነት (ቅጽ 2)					
• የአስተዳደርና የአካዳሚያዊ ሥራ አመራር መመሪያ (Legislation)					
<b>ሠ) የሥልጠና ክፍያ</b>					
• በየሙያ መስክ የሥልጠና ክፍያ					
• የአከፋፈል ሁኔታ አማራጮች					
• የክፍያ መመሪያና ከሠልጣኞች ጋር የሚደረግ የክፍያ ስምምነት					
<b>2. የመማሪያ ክፍሎች</b>					
• የክፍሎች ብዛት					
• የማሠልጠኛ ተቋሙ ሕንጻ የአካል ጉዳተኞችን ሁኔታ ያገናዘበ ምቹ የሥልጠና አካባቢ ነው					
• የእያንዳንዱ ክፍል ስፋት					
• በእያንዳንዱ ክፍል የመቀመጫ ዓይነትና ብዛት					
• በየክፍሉ የተሟሉ አስፈላጊ ቁሳቁሶች በዝርዝር					
• የመምህራን ወንበርና ጠረጴዛ በየክፍሉ ስለመኖሩ፤					
<b>3. ቤተመጻሕፍት</b>					
• የቤተመጻሕፍት ብዛት					
• የእያንዳንዱ ቤተመጻሕፍት ስፋት					
• የመቀመጫዎች ዓይነትና ብዛት					
• የንባብ ጠረጴዛ የስፋት መጠንና ብዛት					
• አጠቃላይ የመጻሕፍት ብዛት					
• በየሙያ መስኩ የዋና ኮርሶች ማጣቀሻ መጻሕፍት ርዕስና የኮፒዎች ብዛት					
• የደጋፊ ኮርሶች ማጣቀሻ የርዕስና የኮፒዎች ብዛት					
• የጋራ ኮርሶች ማጣቀሻ የርዕስና ኮፒዎች ብዛት					
• በሶፍት ኮፒ የተዘጋጁ አጠቃላይ የመጻሕፍት ርዕስና ኮፒ ብዛት					
• በሶፍት ኮፒ የተዘጋጁ የዋና ኮርሶች ማጣቀሻ ርዕስና ኮፒ ብዛት					
• በሶፍት ኮፒ የተዘጋጁ የደጋፊ ኮርሶች ማጣቀሻ ርዕስና ኮፒ ብዛት					
• በሶፍት ኮፒ የተዘጋጁ የጋራ ኮርሶች ማጣቀሻ ርዕስና ኮፒ ብዛት					

	አዎ/ መረጃ አለ/ ሙሉ ለሙሉ ቀርቧል	አዎ/ መረጃ አለ/ አልቀረበም መረጃው በአብዛኛው ቀርቧል	አዎ/ መረጃ አለ/ መረጃው በከፊል ቀርቧል	አይደለም/ መረጃ የለም/ መረጃው አልቀረበም	ምርመራ /ያለቀረበ- መረጃዎች ይጠቀሱ/
• በሶፍት ኮፒ ለተዘጋጁ ማጣቀሻ መጻሕፍት መጠቀሚያ የተዘጋጀ ክፍል ስፋት					
• በሶፍት ኮፒ ለተዘጋጁ ማጣቀሻ መጻሕፍት መጠቀሚያ የተዘጋጁ የኮምፒውተር ብዛት					
<b>4. ኢንፎርሜሽን ቴክኖሎጂ (የጋራ ኮርስ)፤</b>					
• በኢንፎርሜሽን ኮሚዩኒኬሽን ቴክኖሎጂ የሥልጠና ዘርፍ ከሚሰጠው ሌላ በጋራ ኮርስነት ለሚሰጥ የኢንፎርሜሽን ቴክኖሎጂ ሥልጠና አገልግሎት ብቻ የሚውሉ የኮምፒውተር ክፍሎች ብዛት					
• የእያንዳንዱ ክፍል ስፋት					
• የኮምፒውተር ብዛት					
• ለየክፍሉ የሚያስፈልጉ ቁሶች ዝርዝር፤ መጠንና ብዛት፤					
• የኢንተርኔት ኔትዎርክ ስለመዘርጋቱና አገልግሎት ስለመኖሩ፤					
• ለስልጠና አስፈላጊ የሆኑ ሶፍት ዌሮች ስለመጫናቸው ወይም በሲዲ ስለመኖሩ፤					
<b>5. ወርክሾፖች / ላቦራቶሪዎች፤</b>					
• በየሥልጠና መስኩ የወርክሾፕ/ላቦራቶሪዎች ብዛት					
• የእያንዳንዱ ወርክሾፕ/ላቦራቶሪ ስፋት					
• ሠርቶ ማሳያዎች ወይም ወርክሾፖች እንደየሥልጠና መስኩና ደረጃው ተፈላጊውን ችሎታና ክህሎት ሊያስጨብጡ በሚያስችሉ መልኩ በሙያ ምደባው መሠረት ልዩ ልዩ ማሻኞች፤ ኢንስትሩመንቶች፤ መደራጀት፤					
• በየወርክሾፑ ያሉ አስፈላጊ የሥልጠና መሣሪያዎች/ማሽኖች የእጅ መሣሪያዎች፤ ቻርጅሎችና አላቂ ቁሳቁሶች ዝርዝርና መጠን፤					
• ሠርቶ ማሳያዎች ወይም ወርክሾፖች አቀማመጥ በ“8 work station” መሰረት መሆንና “5S”ን /አምስቱን ማወቅ/ ተግባራዊ ያደረጉ ስለመሆናቸው፤					
<b>6. ሬጅስትራሪ፤</b>					
• የሬጅስትራሪ ኃላፊና ረዳት ሠራተኞች ዝርዝር የትምህርት ደረጃ፤ የሥራ ልምድና የቅጥር ውል ወዘተ					
• የሬጅስትራሪ ክፍል አጠቃላይ ስፋት					
• የሠልጣኞች ሪከርድና ሰነዶች የሚቀመጥበት የተለየ ክፍል ስለመኖሩና ስፋቱ					
• በቂና ተፈላጊው የሰው ኃይል፤ ማቴሪያልና ጥንቃቄ ሁሉ ተሟልቷል					
• ራሱን በቻለና ደኅንነቱ በተጠበቀለት ክፍል፤ ማንኛውም ሰው በምንም ዓይነት ሁኔታ ያለ ኮሌጁ ዕውቅና ሊገባና ሪከርዶችን ሊያገኝ በማይችልበት ሁኔታ የተደራጀ ነው					
• እጅግ ቢያንስ በአንድ ጊዜ አምስት ሠልጣኞች የማስተናገጃ (ማረፊያ) ቦታ አለው፡፡					
• የሠልጣኞች ሪከርድ በአግባቡ የተረጋገጠና ለእያንዳንዱ ሠልጣኝ የራሱ ፋይል ተዘጋጅቶለት ተቀምጧል					

	አዎ/ መረጃ አለ/ ሙሉ ለሙሉ ቀርቧል	አዎ/ መረጃ አለ/ አልቀረበም መረጃው በአብዛኛው ቀርቧል	አዎ/ መረጃ አለ/ መረጃው በከፊል ቀርቧል	አይደለም/ መረጃ የለም/ መረጃው አልቀረበም	ምርመራ /ያለቀረበ- መረጃዎች ይጠቀሱ/
• የተመራቁ ሠልጣኞች ፕሮፋይል በሀርድና ሶፍት ኮፒ ስለመደራጀቱ					
• የሠልጣኞች ውጤትና አካዳሚክ ሪከርድ በሶፍትና በሃርድ ኮፒ ተቀምጧል					
• በቂና ተፈላጊው የሰው ኃይል፣ ማቴሪያልና ጥንቃቄ ሁሉ ተሟልቷል					
• ለፊኔስትራር አገልግሎት ብቻ የሚወሉ ኮምፒውተሮች ብዛት					
• ለሠልጣኞች ሪከርድ አያያዝና ማጠናቀሪያ የሚጠቀሙት ሶፍትዌር ዓይነት					
<b>7. የሰው ኃይል፤</b>					
• የአሠልጣኞች ዝርዝር፣ የትምህርት ደረጃቸው፣ የአገልግሎት ዘመናቸው፣ የቅጥር ሁኔታና የትምህርት ማስረጃቸው ኮፒ					
• አጠቃላይ የአስተዳደር ሠራተኞች ዝርዝር የትምህርት ደረጃቸው፣ የአገልግሎት ዘመናቸው፣ የቅጥር ሁኔታና የትምህርት ማስረጃቸው ኮፒ					
• የአሠልጣኞችና የአስተዳደር ሠራተኞች የምልመላና የቅጥር መስፈርት					
• አሠልጣኞች ተመዝነው ብቃታቸውን ያረጋገጡና የሥነ ማሰልጠን ዘዴ የወሰዱ ስለመሆኑ፤					
<b>9. ሠልጣኞችን አቀባበል፤</b>					
• የሠልጣኞች ምልመላ መስፈርት በመመሪያው መሠረት ስለመሆኑ					
• የሠልጣኞች የዲሲፕሊን መመሪያና መተዳደሪያ ደንብ					
• ቮኬሽናል ካውንስሊንግ					
• ሠልጣኞች ከተቋሙ ጋር የሚዋዋሉበት የስምምነት ሰነድ					
• የሥልጠና ክፍያና የአከፋፈል ሁኔታ					
• ስለዳግም ቅበላ (Readmission) እና ሌሎች አካዳሚክ ጉዳዮች					
• ሠልጣኞች ተቋሙን ሲለቁ ከሠልጣኞች የሚጠበቅ ቅድመ ሁኔታ (መረጃ)					
• ተማሪዎች ስለተቋሙ መተዳደሪያናደንቦች እንዲያውቁ የሚሰጣቸው መጽሐፈ ዕድ (Handbook)፤					
<b>10. መረጃና ዶክመንቲሽን፤</b>					
• ዓመታዊ የሠልጣኞች፣ አሠልጣኞችና አጠቃላይ የተቋሙ እንቅስቃሴ መረጃ አያያዝ፤					
• ለዕውቅና ሰጪው አካል በየወቅቱ መረጃ አሰጣጥ ዘዴና መንገድ፤					
• ዕውቅና/እድሳት የተጠየቀባቸው የሙያ መስኮችና በእያንዳንዱ ሙያ የቀንና የማታ ቅበላ መጠን ተሰጥቷል፤					
• በአሁኑ ሰዓት ፈቃድ በተጠየቀባቸውና በሌሎች ሙያዎች በተቋሙ በቀንና በማታ ፕሮግራም በሥልጠና ላይ ያሉ ሠልጣኞች ብዛት የሚገልፅ መረጃ፤					
• በስልጠና ዘመኑ በመሰልጠን ላይ ካሉት በየሙያ መስኩና በየደረጃው ለምዘና የቀረቡ ሰልጣኞች ውጤት መረጃ፤					

	አዎ/ መረጃ አለ/ ሙሉ ለሙሉ ቀርቧል	አዎ/ መረጃ አለ/ አልቀረበም መረጃው በአብዛኛው ቀርቧል	አዎ/ መረጃ አለ/ መረጃው በከፊል ቀርቧል	አይደለም/ መረጃ የለም/ መረጃው አልቀረበም	ምርመራ /ያለቀረበ- መረጃዎች ይጠቀሱ/
• ስለተቋሙ አጠቃላይ የሥራ እንቅስቃሴ የቀረበ ሪፖርት					
• የአዲስ ገቢ ሠልጣኞች ማመልከቻና የምዝገባ ፎርማቶች					
• የሠልጣኞች የምዝገባ የትምህርት ማስረጃዎች በሙሉ በፊልድነት ጽ/ቤቱ ተረጋግጠዋል					
• ቢያንስ የመጨረሻዎቹ ሦስት ተከታታይ ወራት ከሠራተኞችና አሠልጣኞች የየወሩ የገቢ ግብር ለመንግሥት ገቢ የተደረገበት የፋይናንስ ቢሮ (መምሪያ) ደረሰኝ።					
• የተቋሙ አጠቃላይ የፋይናንስ አቅምና ያሳየው ዕድገት ወይም ድክመት በአጠቃላይ “Progress Report” ስለመካተቱ					
አስተያየት ወይም ሌሎች ጉዳዮች ካሉ ቀጥሎ በተመለከተው ቦታ ይጠቀሱ።					

ከላይ የሠጠሁት መረጃ እውነተኛ መሆኑን፣ የተጠቀሱት መረጃዎችና ሰነዶች ሁሉ በማረጋገጫ ቅጹ በተጠቀሰው መሠረት የተሟሉ መሆናቸውንና በምንም ዓይነት ሐሰተኛ ማስረጃዎች ያልተቀላቀለበት መሆናቸውንና እያረጋገጥኩ ይህ ሳይሆን ቢገኝ ግን ለሚደርሰው ተጠያቂነት ሁሉ ሙሉ ኃላፊነቱን የምወስድ መሆኔን ጭምር በፊርማዬ አረጋግጣለሁ።

ስም \_\_\_\_\_

የሥራ ድርሻ \_\_\_\_\_

ፊርማ \_\_\_\_\_

ቀን \_\_\_\_\_

የተቋሙ ማኅተም

## ቅፅ 05

### በአዲስ አበባ ከተማ አስተዳደር የት/ስ/ጥ/ቁ/ባለስልጣን

የትምህርትና ስልጠና ተቋማት እውቅና ፈቃድና እድሳት ዳይሬክቶሬት የቴክኒክና ሙያ ትምህርትና ስልጠና ቡድን የዕውቅና፣ የእድሳት፣ የማስፋፋትና ደረጃ ማሳደግ ፈቃድ ግምገማ ሲካሄድ አስፈላጊ ፋሲሊቲዎችና መረጃዎች ስለመሟላታቸው ማረጋገጫ ቅፅ (Check List)

ለአጫጭር ስልጠና ብቻ የሚያገለግል /በገምጋሚዎች የሚሞላ/

የተቋሙ ስም \_\_\_\_\_ ካምፓስ \_\_\_\_\_

የተቋሙ ባለቤት ስም \_\_\_\_\_

ተቋሙ የሚገኝበት ክፍለ ከተማ \_\_\_\_\_ ቀበሌ/ወረዳ \_\_\_\_\_ የቤ.ቁ. \_\_\_\_\_

ስልክ \_\_\_\_\_ ፋክስ \_\_\_\_\_ ኢሜይል \_\_\_\_\_

የተቋሙ ባለቤትነት ዓይነት፡- የግል ☐ መያድ ☐ የማህበር ☐

መንግስት ☐

የተቋሙ ህንጻ /የማሰልጠኛ ቦታ ይዞታ ዓይነት

የተቋሙ ንብረት ☐ ከመንግስት ኪራይ ☐ ግለሰብ ኪራይ ☐

የመንግሥት ☐ ሌላ ካለ(ይገለጽ) \_\_\_\_\_

የዕውቅና ፈቃድ ጥያቄ አይነት ሀ) ዕውቅና ፈቃድ ☐ ዕውቅና እድሳት ☐

ሐ) ደረጃ ማሳደግ ☐ መ) ፕሮግራም ማስፋፋት ☐

ዕውቅና/እድሳት የተጠየቀበት ቀን/ወር/ዓ.ም \_\_\_\_\_

የእውቅና ፈቃድ/እድሳት የተጠናቀቀበት ቀን፣ ወርና ዓመተ ምህረት \_\_\_\_\_

የተገበኘበት ቀን/ወር/ዓ.ም \_\_\_\_\_

ዕውቅና ፈቃድ የቆይታ ጊዜ /ወር/ዓ.ም ከ \_\_\_\_\_ ዓ.ም እስከ \_\_\_\_\_ ዓ.ም

ተ.ቁ.	የብቃት አሀድ ኮዱን ጨምሮ	የብቃት አሀዱ የሚገኝበት ደረጃ	የሰልጣኞች ብዛት		ምርመራ
			የተጠየቀ	የተፈቀደ	
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	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለው 0	ምርመራ
<b>1. አጠቃላይ የተቋሙ ፊዚካል 50%</b>						
<b>1.1 የተቋሙ ፊዚካል ፋሲሊቲ 10%</b>						
ሀ) ተቋሙ የሚገኝበት አካባቢ ሥልጠና ለመስጠት አመቺ ነው፤ (መዙቃ ቤት፣ ጋራጅ፣ ፋብሪካ፣ መናህሪያ፣ መጠጥ ቤት፣ በድምፅና በጭስ የሚያውክና የሚብክል፣ ጭፈራ ቤት)	ከተዘረዘሩት ስልጠናውን የሚያውኩ ውስጥ ምንም ክሌስ	----	----	----	----	ስልጠናውን የሚያውክ አንዱም ካለ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ለ) የተቋሙ ሕንጻ ወይም ግቢ ሙሉ በሙሉ ለሥልጠና አገልግሎት የሚውል ነው፤ ስልጠና ለሚሰጥባቸው ሙያዎች ለስልጠና አመቺና ተስማሚ የሆነ ህንፃ ስለመሆኑ፤	ግቢው/ ህንፃው ሙሉ ለሙሉ ለስልጠና ከዋለ	ሙሉ ለሙሉ ሳይሆን የህንፃው ተወሰኑ ፍሎሮች ሙሉ ለሙሉ ለስልጠና የዋሉና ሌሎች ፍሎሮች ስልጠናውን የማያውኩ ከሆነ	ተቋሙ የተከራየው ህንፃ ፍሎሮች ሙሉ ለሙሉ ሳይሆን ሌሎች ድርጅቶች፣ ቢሮዎች እና ሱቆች ቢኖሩም ስልጠናውን የማያውኩ ከሆነ	----	----	
ሐ) የማሠልጠኛ ተቋሙ ሕንጻ የአካል ጉዳተኞችን ሁኔታ ያገናዘበ ምቹ የሥልጠና ቦታ/አካባቢ ነው / ራምፕ፣ የመፀዳጃ ቤት መቀመጫ ወዘተ .../	የአካል ጉዳተኞችን ሁኔታ ያገናዘበ ምቹ የሥልጠና ቦታ/አካባቢ ከሆነ	----	<b>ሊፍት ኖሮት ከተዘረዘሩት 75 በላይ ካሟላ</b>	----	የአካል ጉዳተኞችን ሁኔታ ያገናዘበ ምቹ የሥልጠና ቦታ/አካባቢ ካልሆነ	እንደ ሙያ አይነቱ
መ) ልዩ ፍላጎት ላላቸው አካቶ ለማሰልጠን ምቹ የስልጠና ማቴሪያሎችን ማዘጋጀት	ልዩ ፍላጎት ላላቸው አካቶ ለማሰልጠን አስፈላጊ ማቴሪያሎችን በሙሉ ካሟላ	----	ልዩ ፍላጎት ላላቸው አካቶ ለማሰልጠን አስፈላጊ ማቴሪያሎችን በከፊል ካሟላ	----	ልዩ ፍላጎት ላላቸው አካቶ ለማሰልጠን አስፈላጊ ማቴሪያሎችን ካላሟላ	እንደ ሙያ አይነቱ እና እንደ ልዩ ፍላጎቱ ሁኔታ
ሠ) ለሠልጣኞችና ለአሠልጣኞች እንዲሁም ለወንዶችና ለሴቶች የተለዩ፣ በቂና ንጽሕናቸው የተጠበቁ መጻዳጃዎች	ለሰልጣኝ ሁለት ለስታፍ ሁለት ካለው እና ተቋሙ ለራሱ አገልግሎት ብቻ የሚጠቀምበት ሆኖ በዎታ የተለዩ መፀዳጃ ቤቶች	ለሰልጣኝ በዎታ የተከፈሉ ሁለት ለስታፍ ቢያንስ አንድ ሆኖ ተቋሙ ለራሱ አገልግሎት ብቻ የሚጠቀምበት በዎታ የተለዩ መፀዳጃ ቤቶች	ለሰልጣኝ በዎታ የተከፈሉ ሁለት ለስታፍ ሁለት በአንድ ፍሎር ላይ ከሌሎች ቢሮዎች ጋር በጋራ የሚጠቀሙ ንፅህናቸው የጠበቁና	በአንድ ፍሎር ላይ ከሌሎች ቢሮዎች ጋር በጋራ የሚጠቀሙ አንድ የሴት አንድ የወንድ በዎታ የተከፈሉ መፀዳጃ ክፍሎች	----	አንድ የሴት አንድ የወንድ መፀዳጃ ቤት ከሌለ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ረ) እጅ መታጠቢያ አለ	እጅ መታጠቢያ ለወንዶችና ለሴቶች የተለዩ		እጅ መታጠቢያ በጋራ ከሆነ		እጅ መታጠቢያ ከሌለ	

	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለው 0	ምርመራ
ሰ) በቂና የተሟሉ የአስተዳደር ቢሮዎች ተዘጋጅተዋል /አሉ/ /የተቋም ሀላፊ፣ የፋይናንስ/ካሸር ቢሮ፣ የሬጀስትራር/	የተዘረዘሩትን ሁሉንም ቢሮዎች የተሟላ ከሆነ	የተቋም ሀላፊና ፋይናንስ ቢጋራ ሆኖ ሬጀስትራር ለብቻ ከሆነ	-----	-----	ከተዘረዘሩት ቢሮዎች ያልተሟላ ካለ	ከተዘረዘሩት ቢሮዎች በነጥብ ሶስት ላይ ያልተሟላ ካለ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ሸ) በቂና የተሟሉ የአስተዳደር ቢሮዎች ከአስፈላጊ ቁሶች ጋር ተዘጋጅተዋል/አሉ/ (ወንበር፣ ጠረጴዛ፣ ኮምፒውተር፣ ፕሪንተር፣ ሼልፍ/ቢያንስ ባለ ሁለትመደርደሪያ/፣ የእንግዳ መቀመጫ ወንበርና ጠረፔዛ)፤	የተዘረዘሩትን ሁሉንም ግብአቶች የተሟላ ከሆነ	ከተዘረዘሩት ግብአቶች ውስጥ በአብዛኛው አሟልቶ ቢያንስ መደርደሪያ ሽልፍ የተጓደለ ከሆነ	ከተዘረዘሩት ግብአቶች ውስጥ በአብዛኛው አሟልቶ ቢያንስ ፕሪንተር የተጓደለ ከሆነ	ከተዘረዘሩት ግብአቶች ውስጥ በአብዛኛው አሟልቶ ቢያንስ ኮምፒውተር የተጓደለ ከሆነ	ከተዘረዘሩት ግብአቶች ውስጥ በአብዛኛው ያልተሟላ ከሆነ	
ቀ) በተቋሙ የአስተዳደር ቢሮዎችና መደበኛ ወይም ገመድ አልባ ስልክ በተቋሙ ስም ያለ ካለ፤	በተቋሙ የአስተዳደር ቢሮዎችና መደበኛ ወይም ገመድ አልባ ስልክ በተቋሙ ስም ያለ ካለ፤	-----	-----	-----	በተቋሙ የአስተዳደር ቢሮዎችና መደበኛ ወይም ገመድ አልባ ስልክ በተቋሙ ስም ከሌለ፤	
በ) የአሰልጣኞች ማረፊያ (Staff Room) ከአሰልጣኞች ብዛት ጋር ተመጣጣኝና ለሁሉም አሰልጣኞች ለየራሳቸው ባለቁልፍ የዶክመንት ማስቀመጫ ሎከር፣ ወንበር፣ ጠረፔዛ፣ የልብስ መስቀያ፣ መዝናኛ መጫወቻዎች፣ ቴሌቪዥንና ስታፍ ሩሙ ካሉት አልጣኞች ቢያንስ 50 ፐርሰንት የሚያስተናግድ ስለመሆኑ፤	የተዘረዘሩትን ሁሉንም ግብአቶች የተሟላ ከሆነ	ከተዘረዘሩት ግብአቶች ውስጥ በአብዛኛው አሟልቶ ቢያንስ ቴሌቪዥን/ጠረጴዛና ወንበር/መዝናኛዎች የተጓደለ ከሆነ	የተዘረዘሩት ግብአቶች ሁሉም የተሟሉ ሆነው የሎከሩ ቁጥር ከአሰልጣኝ ቁጥር ጋር ተመጣጣኝ ካልሆነ /ከ50% በላይ መሆን አለበት/	የተዘረዘሩት ግብአቶች ሁሉም የተሟሉ ሆነው የሎከሩ ቁጥር ከአሰልጣኝ ቁጥር ጋር ተመጣጣኝ ካልሆነና/ ከ50% በላይ መሆን አለበት/ ቴሌቪዥን የተጓደለ ከሆነ	የአሰልጣኝ ማረፊያ ካለው አሰልጣኝ ውስጥ 50%ቱን ማስተናገድ የማይችል መሆኑ	
ተ) እንደ ሥልጠናው ስፋትና አስፈላጊነት እቃ ግምጃ ቤቶች/Stores/ አለ፤ እንደ ስልጠናው አይነት	እንደ ስልጠናው አይነት በቂ ስቶር ካለ፤	-----	-----	እንደ ስልጠናው እፈላጊነት ስቶር በቂ ካልሆነ	እንደ ስልጠናው እፈላጊነት ስቶር ከሌለ	የስቶር ስፋት እንደ ስልጠናው አይነት ሆኖ በባለሙያዎች የሚወሰን ይሆናል
ቸ) ወደ ማሰልጠኛ ተቋም ሲገባ አስፈላጊ የቁጥጥር ስርአት ስለመኖሩ፤	ወደ ማሰልጠኛ ተቋም ማንኛውም ሰው በቀላሉ የማይገባ ከሆነ/ተቋሙ ያለበት ህንፃ ላይ የጋራ የሆነ የደህንነት ጥበቃ ካለ	-----	-----	-----	ወደ ማሰልጠኛ ተቋም ማንኛውም ሰው በቀላሉ የሚገባ ከሆነ	
1ኛ ዙር ከ10 የተገኘ ነጥብ ----- 2ኛ ዙር ከ10 የተገኘ ነጥብ -----						

	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለው 0	ምርመራ
<b>a. ወርክሾፖች/ ላቦራቶሪዎች/ ሠርቶ ማሳያዎች 20%</b>						
ሀ) ሠርቶ ማሳያዎች ወይም ወርክሾፖች እንደየ ሥልጠና መስኩና ደረጃው ስለመኖራቸው፤ /የሰልጣኝ ቁጥር በወርክሾ ስፋት ይወሰናል/	እንደ ስልጠናው አይነት ሠርቶ ማሳያዎች ወይም ወርክሾፖች ካለ	-----	----	-----	እንደ ስልጠናው አይነት ሠርቶ ማሳያዎች ወይም ወርክሾፖች ከሌለ	እንደ ስልጠናው አይነት ወርክሾፕ ከሌለ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ለ) ሠርቶ ማሳያዎች ወይም ወርክሾፖች እንደየ ሥልጠና መስኩና ደረጃው ተፈላጊውን ችሎታና ክህሎት ሊያስጨብጡ በሚያስችሉ መልኩ በሙያ ምደባዉ መሠረት ልዩ ልዩ ማሽኖች ስለመኖራቸው፤	እንደ ስልጠናው አይነት አስፈላጊ ማሽኖች ሙያ ደረጃው በሚያዘው መሰረት ከ75% በላይ ከተሟላ	እንደ ስልጠናው አይነት አስፈላጊ ማሽኖች ሙያ ደረጃው በሚያዘው መሰረት ከ70-75% ከተሟላ	እንደ ስልጠናው አይነት አስፈላጊ ማሽኖች ሙያ ደረጃው በሚያዘው መሰረት ከ65-69.9% ከተሟላ	እንደ ስልጠናው አይነት አስፈላጊ ማሽኖች ሙያ ደረጃው በሚያዘው መሰረት ከ60-64.9% ከተሟላ	---	እንደ ስልጠናው አይነት ማሽኖች 60% በታች ከተሟላ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ሐ) ሠርቶ ማሳያዎች ወይም ወርክሾፖች እንደየ ሥልጠና መስኩና ደረጃው ተፈላጊውን ችሎታና ክህሎት ሊያስጨብጡ በሚያስችሉ መልኩ በሙያ ምደባዉ መሠረት ልዩ ልዩ ቁልስና ኢኩፕመንት፤	እንደ ስልጠናው አይነት አስፈላጊ ቁልስና ኢኩፕመንት ሙያ ደረጃው በሚያዘው መሰረት ሁሉም ከተሟላና ከሰልጣኝ ቁጥር አንፃር በቂ ከሆነ	እንደ ስልጠናው አይነት አስፈላጊ ቁልስና ኢኩፕመንት ሙያ ደረጃው በሚያዘው መሰረት ሁሉም ከተሟላና ከሰልጣኝ ቁጥር አንፃር 90% በላይ ከተሟላ	እንደ ስልጠናው አይነት አስፈላጊ ቁልስና ኢኩፕመንት ሙያ ደረጃው በሚያዘው መሰረት ሁሉም ከተሟላና ከሰልጣኝ ቁጥር አንፃር 85-90% በላይ ከተሟላ	እንደ ስልጠናው አይነት አስፈላጊ ቁልስና ኢኩፕመንት ሙያ ደረጃው በሚያዘው መሰረት ሁሉም ከተሟላና ከሰልጣኝ ቁጥር አንፃር 80-84.9% ከተሟላ	----	እንደ ስልጠናው አይነት ማሽኖች 80% በታች ከተሟላ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
መ) ሠርቶ ማሳያዎች ወይም ወርክሾፖች ውሀና መብራት ያለና እንደ ስልጠናው አስፈላጊነት በትክክል የተዘረጋ መሆኑ፤	ሠርቶ ማሳያዎች ወይም ወርክሾፖች ውሀና መብራት ያለና እንደ ስልጠናው አስፈላጊነት በትክክል የተዘረጋ ከሆነ፤	-----	ሠርቶ ማሳያዎች ወይም ወርክሾፖች ውሀና መብራት ያለና እንደ ስልጠናው አስፈላጊነት በስታንዳርዱ መሰረት ያልተዘረጋ ከሆነ፤	-----	ሠርቶ ማሳያዎች ወይም ወርክሾፖች ውሀ ወይም መብራት ከሌለ	መብራትና ውሀ ከሌለ ወይም ውሀና መብራት ያለና በስታንዳርዱ መሰረት ያልተዘረጋና ለአደጋ አስጊ ከሆነ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ሠ) ሠርቶ ማሳያዎች ወይም ወርክሾፖች አቀማመጥ በ“8 work station” መሰረት መሆንና “5S”ን /አምስቱን ማዎች/ ተግባራዊ ያደረጉ ስለመሆናቸው፤	የሰርቶ ማሳያዎች ወይም ወርክሾፖች አቀማመጥ የንድፈ ሀሳብና ተግባራዊ ስልጠና እንዲሁም ምዘና የመማሪያና የስልጠና ግብአቶችን በዋናነት በ“8 work station” መሰረት	ሠርቶ ማሳያዎች ወይም ወርክሾፖች አቀማመጥ በ“8 work station” አቀማመጥ የንድፈ ሀሳብና ተግባራዊ ስልጠና እንዲሁም ምዘና የሚሰጥባቸውን፤ የመማሪያና የስልጠና	ሠርቶ ማሳያዎች ወይም ወርክሾፖች አቀማመጥ በ“8 work station” አቀማመጥ የንድፈ ሀሳብና ተግባራዊ ስልጠና እንዲሁም ምዘና የሚሰጥባቸውን በዋናነት ካሟላና “3S”ን	ሠርቶ ማሳያዎች ወይም ወርክሾፖች አቀማመጥ በ“8 work station” አቀማመጥ የንድፈ ሀሳብና ተግባራዊ ስልጠና መስጫዎች በዋናነት ከተሟላና የንድፈ ሀሳብ ስልጠና መስጫ ከተጓደለና	ሠርቶ ማሳያዎች ወይም ወርክሾፖች አቀማመጥ በ“2 work station” በታችና “3S”ን /ሶስቱምቱን ማዎች/ ተግባራዊ ያደረጉ ከሆነ፤	

	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለው 0	ምርመራ
	መሆንና “5S”ን /አምስቱን ማወቅ/ ተግባራዊ ያደረጉ ከሆነ፤	ግብአቶችን በዋናነት ካሟላና “3S”ን /አምስቱን ማወቅ/ ተግባራዊ ያደረጉ ከሆነ፤	/ሶስቱን ማወቅ/ ተግባራዊ ያደረጉ ከሆነ፤	“3S”ን /ሶስቱን ማወቅ/ ተግባራዊ ያደረጉ ከሆነ፤		
ረ) የጥንቃቄ መስፈርቶችን (Safety Requirements) (የመጀመሪያ ህክምና እርዳታ፣ የእሳት አደጋ መከላከያ) በሚያሟላ መልክ የተደራጁና የደህንነት ማስጥቀቂያ የለጠፈ ናቸው ፤	የጥንቃቄ መስፈርቶችን (Safety Requirements) (የመጀመሪያ ህክምና እርዳታ፣ የእሳት አደጋ መከላከያ) በሚያሟላ መልክ የተደራጁና የደህንነት ማስጥቀቂያ ምልክቶች በአግባቡ የሚያሳይ ከሆነ	የጥንቃቄ መስፈርቶችን (Safety Requirements) (የመጀመሪያ ህክምና እርዳታ፣ የእሳት አደጋ መከላከያ) በሚያሟላ መልክ የተደራጁና የደህንነት ማስጥቀቂያ ምልክቶች በአግባቡ የማያሳይ ከሆነ	ከጥንቃቄ መስፈርቶች ውስጥ (Safety Requirements) የእሳት አደጋ መከላከያ ብቻ ካለ	ከጥንቃቄ መስፈርቶች ውስጥ (Safety Requirements) የእሳት አደጋ መከላከያ ካለ	ከጥንቃቄ መስፈርቶች ውስጥ (Safety Requirements) የመጀመሪያ ህክምና እርዳታ መስጫ እና የሳት አደጋ የተጓደለ ከሆነ	
1ኛ ዙር ከ20 የተገኘ ነጥብ ----- 2ኛ ዙር ከ20 የተገኘ ነጥብ -----						

	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለው 0	ምርመራ
<b>b. መማሪያ ክፍሎች 10%</b>						
ሀ) በቂ መማሪያ ክፍሎች ካሉ፤	ለስልጠና ከተጠየቀው ፕሮግራም አንፃር በቂ መማሪያ ክፍሎች ካሉ	----	----	----	----	የስልጠና ክፍሎች ከሌሉ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ለ) የመማሪያ ክፍሎች ፓርቲሽንን በተመለከተ፤	የመማሪያ ክፍሎች ፓርቲሽን በስልጠና ጊዜ ወደ ቀጣዩ ክፍል የሚያውክ እና በስታንዳርዱ መሰረት ስለመሆኑ፤	----	----	የተወሰኑ የመማሪያ ክፍሎች ፓርቲሽን በስልጠና ጊዜ ወደ ቀጣዩ ክፍል ድምፅ የሚያውክ ከሆነ፤	----	ሁሉም የመማሪያ ክፍሎች ፓርቲሽን በስልጠና ጊዜ ወደ ቀጣዩ ክፍል ድምፅ የሚያውክ ከሆነ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ሐ) በቂ የተፈጥሮ ብርሃን ያላቸው፣ ንጹሕ አየር የሚዘዋወርባቸው፣ ንፅህናቸውን የጠበቁና የስልጣኝን የስልጠና ትኩረት የሚቀንሱ ክፍሎች ካሉ፤	በቂ የተፈጥሮ ብርሃን፣ ንጹሕ አየር የሚዘዋወርባቸው፣ የስልጠና ትኩረት የሚቀንሱ ክፍሎች ከሌሉና ንፅህናቸውን የጠበቁና ክፍሎች ካሉ	የተዘረዘሩት መስፈርቶችን ያሟላ ቢሆንም የተወሰኑ የስልጠና ክፍሎች ንፅህናቸውን ያልጠበቁ ከሆነ	የተወሰኑ የስልጠና ክፍሎች የስልጠና ትኩረትን የሚቀንሱ ከሆነ	የተዘረዘሩት መስፈርቶችን ያሟላ ቢሆንም የተወሰኑ በቂ የተፈጥሮ ብርሃን የሌላቸው ከሆነ	----	የስልጠና ክፍሎች የተፈጥሮ ብርሃን/ሰው ሰርሽ ብርሀን ከሌላቸው አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
መ) የስልጠና ክፍሎች መብራቶችና ሶኬቶች ካሉ፤	የስልጠና ክፍሎች መብራቶችና ሶኬቶች ካሉ፤	የተወሰኑ የስልጠና ክፍሎች ሶኬቶች የተጓደሉ ከሆኑ፤	----	----	የተወሰኑ የስልጠና ክፍሎች መብራት የሌላቸው ከሆኑ፤	የስልጠና ክፍሎች መብራት እና ሶኬቶች ከሌላቸው አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ሠ) የስልጠና ክፍሎች አስፈላጊ ማቴሪያሎችና ቁሳቁሶችን ኤልሲዲ ፕሮጀክተር /LCD ፕሮጀክተር/ ወይም ስማርት ቲቪ ካለ፤	የስልጠና ክፍሎች አስፈላጊ ማቴሪያሎችና ቁሳቁሶችን ኤልሲዲ /LCD/ ወይም ስማርት ቲቪ በስታንዳርዱ ካለ፤	----	LCD ፕሮጀክተር ወይም ስማርት ቲቪ በስታንዳርዱ ልክ ከሌለ		LCD ፕሮጀክተር ወይም ስማርት ቲቪ ከሌለ	የተለያ መገናኛ መንገዶች ያሉት ስማርት ቲቪ
ፈ) አስፈላጊ ማቴሪያሎችና ቁሳቁሶችን ከስፋታቸው ጋር በተመጣጠነ ሁኔታ አሟልተው የያዙ ናቸው (ለአስልጣኝ ወንበርና ጠረጴዛ፣ ለሰልጣኝ አርም ፔር ወንበር፣ ጥቁር/ግሪን/ ሰሌዳ፣ ነጭ ሰሌዳ እና ማስታወቂያ ሰሌዳ፤	ለአስልጣኝ ወንበርና ጠረጴዛ፣ ለሰልጣኝ አርም ፔር ወንበር፣ ጥቁር/ግሪን/ ሰሌዳ እና ነጭ ሰሌዳ ከተሟላ	የተዘረዘሩት መስፈርቶች ሲኖሩ ማስታወቂያ ሰሌዳ ካልተሟላ	የተዘረዘሩት መስፈርቶች ሲኖሩ ነጭ ሰሌዳ ካልተሟላ	የተዘረዘሩት መስፈርቶች ሲኖሩ ለአስልጣኝ ወንበርና ጠረጴዛ ካልተሟላ	ከተዘረዘሩት ሁሉም ከሌለ	

	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለው 0	ምርመራ
ስ) ማስተናገድ ከሚችለው የሰልጣኝ ቁጥር አንፃር፦ - ከሰልጣኝ ጥምርታ አኳያ በቂ ስፋት - ከሰልጣኝ ጥምርታ አኳያ በቂ ብዛት - በሰልጣኝ 1.2	ለተጠየቀው ሠልጣኝ ቁጥር ለማስተናገድ የሚያስችል በቂ ስፋትና ብዛት ካለው	----	----	----	----	በቂ ስፋትና ብዛት ከሌለው አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
1ኛ ዙር ከ10 የተገኘ ነጥብ ----- 2ኛ ዙር ከ10 የተገኘ ነጥብ -----						
<b>c. ሬጅስትራር / ሪከርድ አፈስ 10%</b>						
ሀ) ራሱን በቻለና ደኅንነቱ በተጠበቀለት ክፍል፣ ማንኛውም ሰው በምንም ዓይነት ሁኔታ ያለ ኮሌጁ ዕውቅና ሊገባና ሪከርዶችን/ዶክመንቶችን ሊያገኝ በማይችልበት ሁኔታ የተደራጀ ቢሮ ነው፤	የተዘረዘረው ሁኔታ መስፈርቱን በሙሉ ካሟላ	ደህንነቱ የተጠበቀ ሆኖ ስልጠቃኞች በክፍሉ ውስጥ የሚስተናገዱ ከሆነ	-----	----	ደህንነቱ አሳሳቢ የሆነና ስልጠቃኞች በክፍሉ ውስጥ የሚስተናገዱ ከሆነ	ሬጅስትራር ቢሮ ከሌለ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ለ) በቂና ተፈላጊው የሰው ኃይል አግባብ ባለው ሙያ የሰለጠነ የሰው ሀይል አለ	የተዘረዘሩትን መስፈርቶች በሙሉ የተሟላ ከሆነ	የተዘረዘሩትን መስፈርቶች አሟልቶ ነገርግን ባለሙያዎቹ በተዛማጅ ሙያ የሰለጠኑ ከሆነ	----	የተዘረዘሩትን መስፈርቶች አሟልቶ ነገር ግን በተደራቢነት በሌላ ባለሙያ የሚሰራ ከሆነ	-----	
ሐ) ሬጅስትራር ቢሮው አስፈላጊ በሆኑ ማቴሪያል /ኮምፒተር፣ፕሪንተር፣ ሼልፍ/ሎክር፣ጠረፔዛና ወንበር፣ የእንግዳ መቀበያ ወንበር እና ፎርም መያጠሪያ/ የተደራጀ መሆኑ	የተዘረዘሩትን መስፈርቶች በሙሉ የተሟላ ከሆነ	የተዘረዘሩትን በቂ ሼልፍ ከሌለ	የተዘረዘሩት መስፈርቶች ውስጥ የእንግዳ መቀመጫ ወንበር ከሌለ	የተዘረዘሩት መስፈርቶች ውስጥ ፎርም መመያጠሪያ ከሌለ	የተዘረዘሩትን መስፈርቶች በሙሉ የተሟላ ካልሆነ	ሬጅስትራር ቢሮ ኮምፒተር እና ፕሪንተር ከሌለ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
መ) ሬጅስትራር ቢሮው አስፈላጊ በሆኑ ፎርማቶች ስለመዘጋጀታቸው /መመዝገቢያ፣ክሊራንስ፣ ዊዝድሮዋል ወዘተ	የተዘረዘሩትን መስፈርቶች በሙሉ ከተዘጋጁ	----	የተዘረዘሩትን መስፈርቶች በከፊል ከተዘጋጁ	----	የተዘረዘሩትን መስፈርቶች በሙሉ ካልተዘጋጁ	
ሠ) የሠልጣኞች ሪከርድ/ዶክመንቶችን በአግባቡ የተረጋገጠና ለእያንዳንዱ ሠልጣኝ የራሱ ፋይል ተዘጋጅቶለት ተቀምጧል /ለእድሳት/፤ ለምሳሌ የሰልጣኝ ፋይል በሙያና በደረጃ መለየቱ፣ የሰልጣኞች ማንኛውም ማስረጃ ፣ የሬጅስትራር የምዝገባ ፎርም፣ የሰልጣኝ የሰልጠና ውጤት ስለመያያዙ/ /ለእድሳት/፤	የተዘረዘሩትን መስፈርቶች በሙሉ ካሟላ	የሰልጣኝ ፋይል በየደረጃው ተለይቶ ካልተቀመጠ	የሰልጣኝ ፋይል በየሙያ መስኩ ተለይቶ ካልተቀመጠ	የሰልጣኞችን ፋይል በየሙያ መስኩና በየደረጃው በአግባቡ አለማደራጀት	የሠልጣኞች ዶክመንቶች/የልጠና ማስረጃና የሬጅስትራር ፎርምች በቋሙ በሀላፊ ያልተረጋገጡ ከሆነ	
ረ) የሠልጣኞች ውጤትና አካዳሚክ ሪከርድ በሰፍትና በሃርድ ኮፒ ስለመቀመጡ፣ የምዘና ውጤት ተደራጅቶ ስለመቀመጡ፣ቴአርቢ ስለመኖሩ /ለእድሳት/፤	የተዘረዘሩትን መስፈርቶች በሙሉ ከተሟላ	የተዘረዘሩትን መስፈርቶች ኖሮ ቴአርቢ ከተጓደለ	----	የተዘረዘሩትን መስፈርቶች ኖሮ በወቅቱ የተቋሙ የስልጠና ውጤት ያልተዘጋጀ ካለ	የተዘረዘሩትን መስፈርቶች ኖሮ በወቅቱ የተደራጀ የሙያ ብቃት ምዘና ውጤት ከሌለ	



	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለው 0	ምርመራ
ስ) የሠልጣኞች ቅበላ መስፈርት በየአመቱ በሚወጣው መሠረት ስለመሆኑ /ለእድሳት/፤	ቅድመ ትምህርት ማስረጃ ካለ	----	----	----	----	
1ኛ ዙር ከ10 የተገኘ ነጥብ ----- 2ኛ ዙር ከ10 የተገኘ ነጥብ -----						

1ኛ ዙር ከ50 የተገኘ ነጥብ -----  
2ኛ ዙር ከ50 የተገኘ ነጥብ -----

	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለ 0	ምርመራ
<b>2.) የሙያ ምደባና የገበያ ፍላጎት 20%</b>						
ሀ) ፈቃድ የተጠየቀበት ሙያ ዘርፍ ከትኩረት ዘርፍ መስሪያ ቤቶች የተደረገ ጥናት ወይም በተቋሙ ለተጠየቀው ሙያ ዘርፍ ወቅታዊ የሰው ሐይል የገበያ ፍላጎት ጥናት ተደርጎ የቀረበ ጥናት/ሰነድ መረጃ መኖሩ፤	ፈቃድ የተጠየቀበት ሙያ ዘርፍ ከትኩረት ዘርፍ መስሪያ ቤቶች ወይም በተቋሙ የሰው ሐይል የገበያ ፍላጎት ጥናት ተደርጎ የቀረበ ጥናት/ሰነድ መረጃ ካለ	----	----	----	ፈቃድ የተጠየቀበት ሙያ ዘርፍ ከትኩረት ዘርፍ መስሪያ ቤቶች ወይም በተቋሙ የሰው ሐይል የገበያ ፍላጎት ጥናት ተደርጎ የቀረበ ጥናት/ሰነድ መረጃ ከሌለ	
ለ) የሥልጠና ፕሮግራሞችና የሙያ ዓይነቶች በሙያ ደረጃ ምደባ (Occupational Standard) መሠረት ደረጃውን የጠበቀ የኮርሶች አሰጣጥ ዕቅድ ያካተተ ሥርዓተ ትምህርትና ስልጠና /Curriculum/ ስለመቅረቡ፤	ፈቃድ ለተጠየቀባቸው ሙያዎች በሙሉ ሥርዓተ ትምህርትና ስልጠና /Curriculum/ ካለ	----	----	----	ፈቃድ ለተጠየቀባቸው ሙያዎች በሙሉ ሥርዓተ ትምህርትና ስልጠና /Curriculum/ ከሌለ	ሥርዓተ ትምህርት ከሌለ እነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ሐ) ሥልጠናው የሚሰጥበት የአሠልጣጠን ስልት /Mode of delivery/ ያካተተ በሙያ ምደባዉ መሠረት የተዘጋጀ የመማር ማስተማር ማሠልጠኛ መሣሪያ /TTLM/ በሁሉም ሙያ፤ ደረጃና የብቃት አሀድ ስለመዘጋጀቱ፤	የመማር ማስተማር ማሠልጠኛ መሣሪያ /TTLM/ በሁሉም ሙያ፤ ደረጃና የብቃት አሀድ ካዘጋጀ	----	----	----	የመማር ማስተማር ማሠልጠኛ መሣሪያ /TTLM/ በሁሉም ሙያ፤ ደረጃና የብቃት አሀድ ካላዘጋጀ	የመማር ማስተማር ማሠልጠኛ መሣሪያ /TTLM/ በሁሉም ሙያ፤ የብቃት አሀድ ካዘጋጀ እነስተኛ መመዘኛ መስፈርቱን

	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለ 0	ምርመራ
						ቢያሟላ እንኳ ፈቃድ አይሰጠውም

1ኛ ዙር ከ20 የተገኘ ነጥብ -----

2ኛ ዙር ከ20 የተገኘ ነጥብ -----

	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለ 0	ምርመራ
3. የሰው ኃይል 20%						
ሀ) በቴክኒክና ሙያ ስልጠና ዘርፍ ታማጅነት ባለው ሙያ የሰለጠኑ ተተቋም ሀላፊ የትምህርት ደረጃ ስለመኖራቸው፤  ተተቋም ሀላፊ - በቴክኒክና ሙያ የሰለጠና ዘርፍ ተዛማጅ በሆኑ ሙያዎች ዲግሪና ከዛበላይ የስራ ውል ያለው	የተዘረዘሩትን መስፈርቶች በሙሉ ከተሟላ	----	----	----	የተዘረዘረውን መስፈርት ካላሟላ	ተተቋም ሀላፊ የትምህርት ደረጃ ከዲግሪ በታች ከሆነ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ለ) የአስተዳደር ሠራተኞችና ድጋፍ ሠጪ ሠራተኞች በስታንዳርዱ መሠረት ተሟልተዋል / የተቋም ሀላፊ፣ ገንዘብ ያዥ /ሂሳብ ሰራተኛ/፣ የፅህፈትና ቢሮ አስተዳደር/ፀሀፊ/፣ የፌጅስትራር ባለሙያ፣ ጥበቃና ፅዳት ሰራተኛ/፤	የተዘረዘሩትን መስፈርቶች በሙሉ ከተሟላ	የተዘረዘሩትን መስፈርቶች ተሟልቶ የፅህፈትና ቢሮ አስተዳደር/ፀሀፊ/ ከሌለ	የተዘረዘሩትን መስፈርቶች ተሟልቶ ጥበቃ የሌለ ከሆነ	የተዘረዘሩትን መስፈርቶች ተሟልቶ ፅዳት ሰራተኛ የሌለ ከሆነ	የተዘረዘሩትን መስፈርቶች በሙሉ ካልተሟላ	ተደርቦ ከሚሰሩት ከፀሀፊ ውጭ ሌሎች የተዘረዘሩት ግዴታ መሟላት አለባቸው ካልተሟላ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
ሐ) አሰልጣኝ ተመዝነው ብቃታቸውን ያረጋገጡና የስነ ማሰልጠን ዘዴ ወሰዱ ስለመሆናቸው፤	የተዘረዘሩትን መስፈርቶች በሙሉ ከተሟላ	ካሉት አሰልጣኞች 25 ፐርሰንቱ የስነ ማሰልጠን ዘዴ ካልወሰዱ	ካሉት አሰልጣኞች 50 ፐርሰንቱ የስነ	ካሉት አሰልጣኞች 75 ፐርሰንቱ የስነ ማሰልጠን ዘዴ ካልወሰዱ	ካሉት አሰልጣኞች ከ75 ፐርሰንቱ በላይ	በአብዛኛው አሰልጣኝ ከደረጃ 4 በታችና

	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለ 0	ምርመራ
			ማሰልጠን ዘዴ ካልወሰዱ		የስነ ማሰልጠን ዘዴ ካልወሰዱ	ያልተመዘነ አሰልጣኝ ካለ መስፈርቱን አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም
መ) ከ50% በላይ ቋሚና በቂ ኩንትራት እና የትርፍ ሰዓት አሠልጣኞች በስታንዳርዱ መሠረት ተሟልተዋል /እንደ አስፈላጊነቱ የA እና የB,የC አሰልጣኞች/፤	ከ50 ፐርሰንት በላይ ቋሚና ኩንትራት አሠልጣኞች በስታንዳርዱ መሠረት ከተሟላ	----	----	----	ከ50 ፐርሰንት በታች ቋሚና ኩንትራት አሠልጣኞች ኖሮ የትርፍ ሰዓት አሰልጣኝ ከበለጠ	

1ኛ ዙር ከ20 የተገኘ ነጥብ -----

2ኛ ዙር ከ20 የተገኘ ነጥብ -----

	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለ 0	ምርመራ
<b>4. መረጃዎችና ሰነዶች /እድሳት፣ደረጃ ማሳደግ፣ ማስፋፋት/ 10%</b>						
ሀ) በተቋሙ አስፈላጊ ከሆኑ ሰነዶች ውስጥ የቴክኒክና ሙያ ስትራቴጂ፣የትብብር ስልጠና ማኑኦል፣ የእውቅና ፈቃድ መመሪያ፣ የኢንስፒክሽን ማእቀፍ፣ የስራ ትስስር ማኑኦል፣ የተቋሙ መተዳደሪያ ደንቦች፣ የካይዘን ሰነዶች፣ የቴክኒክና ሙያ ቋቋሚያ አዋጅ፣ አይዲፒ፣ ዳክ፣የሙያ ደረጃ በሙሉ በተቋሙ ተደራጅተው ተቀምጧል፤	የተዘረዘሩትን መስፈርቶች በሙሉ ከተሟላ	ከተዘረዘሩት ውስጥ ከ50 ፐርሰንት በላይ ካለ	----	----	ከተዘረዘሩት ውስጥ ከ50 ፐርሰንት በታች ካለ	
ለ) የተቋሙ አጠቃላይ ውጤታማነት የሚያሳይ እና አጠቃላይ የፋይናንስ አቅምና ያሳየው ዕድገት ወይም ድክመት በአጠቃላይ “Progress Report” ስለመኖሩ፤	ሁሉንም የሚያሳይ ሪፖርት ካለ	----	----	----	ሁሉንም የሚያሳይ ፕሮግረስ ሪፖርት ከሌለ	

	ሙሉ በሙሉ ያሟላ 4	በአብዛኛው ያሟላ 3	በከፊል ያሟላ 2	አነስተኛ ያሟላ 1	የሌለ 0	ምርመራ
ሐ) እድሳት በተጠየቀባቸው የሙያ መስኮች በስልጠና ዘመኑ በመሰልጠን ላይ ካሉት በየሙያ መስኩና በየደረጃው ስልጠናቸውን ያጠናቀቁ ሰልጣኞች የስልጠና ውጤት ወይም የሰልጣኞች ስም ዝርዝር ተተቋም ሀላፊ ቢሮ ስለመኖሩ፤	የተዘረዘሩትን መስፈርቶች በሙሉ ካሟላ	----	----	----	የተዘረዘሩትን መስፈርቶች በሙሉ ካላሟላ	
መ) እድሳት በተጠየቀባቸው የሙያ መስኮች በስልጠና ዘመኑ በመሰልጠን ላይ ካሉት በየሙያ መስኩና በየደረጃው ለምዘና የቀረቡ ሰልጣኞች የምዘና ውጤት ሪፖርት ተደራጅቶ መኖሩና የምዘና ውጤት ደብዳቤዎች ተደራጅቶ በተቋሙ ተተቋም ሀላፊ ቢሮ ስለመኖሩ፤	የተዘረዘሩትን መስፈርቶች በሙሉ ካሟላ	----	----	----	የተዘረዘሩትን መስፈርቶች በሙሉ ካላሟላ	
ሠ) በተቋሙ የሰለጠኑ ሰልጣኞች ስልጠናቸውን ያጠናቀቁ ሰልጣኞች በየደረጃቸው እና በየሙያቸው የሰልጣኝ ዝርዝር ለባለስልጣኑ ስለመቅረቡ/ስለመላኩ	የሰልጣኞች ዝርዝር ለባለስልጣኑ ከቀረበ/ከተላከ	----	----	----	----	ካልቀረበ አነስተኛ መመዘኛ መስፈርቱን ቢያሟላ እንኳ ፈቃድ አይሰጠውም

1ኛ ዙር ከ10 የተገኘ ነጥብ -----  
2ኛ ዙር ከ10 የተገኘ ነጥብ -----

### 5.በመጀመሪያ ጉብኝት የገምጋሚ ቡድን አስተያየት

1ኛ ዙር ከ100% የተገኘ ነጥብ .....	በመጀመሪያው ጉብኝት ሊሰጠው ይገባል።	በመጀመሪያው ጉብኝት ሊሰጠው አይገባም በሌላ የጉብኝት ቀን ቀጠሮ ይያዝ።	ዕውቅና/አድሳት/ማሳደግ/ማስፋፋት አያሰጠውም ፋይሉ ይዘጋ።
<b>በአንደኛ ጉብኝት ፈቃድ ሊያሰጠው ያልቻለበት ዋና ዋና ምክንያቶች</b>			

### 6.በሁለተኛ ጉብኝት የገምጋሚ ቡድን አስተያየት

2ኛ ዙር ከ100% የተገኘ ነጥብ .....	በሁለተኛ ጉብኝት ሊሰጠው ይገባል።	ዕውቅና/አድሳት/ማሳደግ/ማስፋፋት አያሰጠውም ፋይሉ ይዘጋ።
<b>በሁለተኛ ጉብኝት ፈቃድ ሊያሰጠው ያልቻለበት ዋና ዋና ምክንያቶች</b>		

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ከላይ የተሠጠው የገምጋሚ ቡድኑ ስምምነት ላይ የደረሰበት የጉብኝቱ የመጨረሻ የውሳኔ ሐሳብ መሆኑን የገምጋሚ ቡድኑ አባላት በፊርማችን እናረጋግጣለን።

በመጀመሪያ ጉብኝት			
ተ.ቁ	ሙሉ ስም	ፊርማ	ቀን
1			
2			
3			
4			
5			
በሁለተኛ ጉብኝት			
ተ.ቁ	ሙሉ ስም	ፊርማ	ቀን
1			
2			
3			
4			
5			

የቡድን መሪው አስተያየት -----

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ፊርማ -----

የዳሬክተራቱ ዳሬክተር አስተያየት -----

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ፊርማ -----



የተቋሙ ማህተም

ማሳሰቢያ፡-

- የምስክር ወረቀት ስለመጥፋቱ ከፖሊስ የተሰጠ ማስረጃ፤
- ለአገልግሎት የክፈሉበት የክፍያ ደረሰኝ ከማመልከቻው ጋር ተያይዞ ይቀርባል፡፡

**የትብብር ስልጠና መግቢያ ሰነድ**

መግቢያ

ይህ የመግቢያ ሰነድ በተቋማችን የሚገኙ ሰልጣኞች በየብቃት አሀዱ /unit of Competency/

በተቋም ውስጥ ስልጠናቸውን ሲያጠናቅቁ በኢንዱስትሪዎችና በኢንተርኔት ሥራዎች ለትብብር ስልጠና ሲወጡ በሁለትዮሽ ወገን የሚደረግ የመግቢያ ሰነድ ነው፡፡

የትብብር ስልጠናው አላማ

ሰልጣኞች የተቋም ስልጠና ላይ በንድፈ ሃሳብ ስልጠናዎችና በተግባር ስልጠናዎች የቀሰሙትን ክህሎት በተግባር በስራ ላይ ልምምድ ማድረግ የክህሎት ክፍተታቸውንም መሙላት አጠናቀው ከተቋሙ ሲወጡና ከኢንዱስትሪው ጋር ሲቀላቀሉ የክህሎት አቅማቸውን ማዳበር ነው፡፡

**I. የትብብር ስልጠና ውል**

1.1 ለትብብር ስልጠና የሚልከው ተቋም ስም፡- \_\_\_\_\_

የሚገኝበት አድራሻ \_\_\_\_\_ ከ/ከተማ \_\_\_\_\_ ወረዳ \_\_\_\_\_ ስ.ቁጥር \_\_\_\_\_

ኢ.ሜል \_\_\_\_\_ ፖስታ ሳ.ቁ \_\_\_\_\_

1.2 የትብብር ስልጠና የሚሰጠው ኢንዱስትሪ/ኢንተርኔት ስም፡- \_\_\_\_\_

1.3 የኢንተርፕራይዝ/ኢንዱስትሪው ያለበት ሁኔታ ዝቅተኛ □መካከለኛ□ከፍተኛ□

1.4 አድራሻ:- \_\_\_\_\_ ክ/ከተማ \_\_\_\_\_ ወረዳ/ሰፊክ ቁጥር \_\_\_\_\_

## II. በትብብር ስልጠና ሊተገበሩ የሚገባቸው ስምምነቶች

2.1 ሰልጣኞች የተቋም ስልጠናቸውን በየብቃት አህዱ አጠናቀው ወደ ትብብር ስልጠና ሲወጡ

በኢንተርፕራይዝ/በኢንዱስትሪው ያሉትን ህጎችና ደንቦች ማክበር ይገባቸዋል፡፡

2.2 አሰሪው/ትብብር ስልጠና ሰጪው/ኢንተርፕራይዝ/ኢንዱስትሪ ከሙያቸው ጋር የተያያዘ ስልጠና መስጠት ይጠበቅበታል፡፡

2.3 ሰልጣኞች ወደ ኢንተርፕራይዝ/ኢንዱስትሪው ለትብብር ስልጠና ሲወጡ ከሰለጠኑበት ትምህርት ጋር ቀጥተኛ ተያያዥነት ያለው የስራ ልምምድ እንጂ የመላላክና ሌሎች ከሙያ ዘርፋቸው ውጪ የሆኑ ተያያዥነት የሌላቸው ስራዎች መስራት የሌለባቸው/አይገደዱም፡፡

2.4 የኢንዱስትሪው አሰልጣኝ ሰልጣኞችን እየተከታተለና ድጋፍ እየሰጠ እየመዘነ መሄድ ይጠበቅበታል፡፡

2.5 ሰልጣኞችም ከኢንተርፕራይዝ/ኢንዱስትሪው ውስጥ ካሉ ሰራተኞች ጋር መልካም የሆነ የስራ

ስነ-ምግባርና ግንኙነት ሊኖራቸው ይገባል፡፡

2.6 የትብብር ስልጠናውን የሚከታተል የተቋም ባለሙያ/አሰልጣኝ ከኢንዱስትሪው አሰልጣኝ ጋር

የጋራ ስምምነቶች በስልጠናው ዙሪያ ሊያስቀምጥና ሰልጣኞቹን ሊቆጣጠር ይገባዋል፡፡

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## III. የትብብር ስልጠና የውል አፈፃፀም

3.1 የውል ሰጪ ተቋም ስም:- \_\_\_\_\_

የትብብር ስልጠና ውል ሰጪ ተወካይ ስም \_\_\_\_\_

የስራ ድርሻ:- \_\_\_\_\_

ፊርማ \_\_\_\_\_

3.2 የውል ተቀባይ ኢንተረፕራይዝ/ኢንዱስትሪ ስም:- \_\_\_\_\_

የኢንተርፕራይዝ/ኢንዱስትሪ ውል ተቀባይ ተወካይ ስም:- \_\_\_\_\_

የስራ ድርሻ/ኃላፊነት \_\_\_\_\_

ፊርማ \_\_\_\_\_

3.3 እኔ የውል ሰጪ ማሰልጠኛ ተቋም ተወካይ ከላይ የተዘረዘሩትን ህጎችና ስምምነቶች፤  
ልፈፅምና

ለከብር ተስማምቻለሁ፡፡

3.4 እኔ የውል ተቀባይ ኢንዱስትሪ/ ኢንተርፕራይዝ ተወካይ ከላይ የተዘረዘሩትን ህጎችና  
ስምምነቶች፤

ልፈፅምና ላከብር ተስማምቻለሁ፡፡

IV. ስልጠናው የሚቆይበት ጊዜ ከ \_\_\_\_\_ እስከ \_\_\_\_\_ 2012 ዓ.ም

### **1. የአፈፃፀም አቅጣጫዎች**

የትብብር ስልጠናውን በተቀመጡት ስታንዳርዶች መሰረት ጥራትና ሽፋኑን  
ለማስጠበቅ

1. ኮሌጆችና ተቋማት የትብብር ስልጠናውን ከላይ በተቀመጡት የክንውን  
ማረጋገጫ አመላካቾች መሰረት በመተግበር መረጃዎችን በማደራጀት በየወሩ  
እና በየሩብ ዓመቱ በፎርማቱ መሰረት ኮሌጆች ለኤጀንሲ፤ ተቋማት ለክ/ከተማ  
ከወርሃዊና ከሩብ ዓመት ሪፖርቶቻቸው ጋር አባሪ በማድረግ መላክ  
ይኖርባቸዋል፡፡

2. ክ/ከተሞች የተቋማትን ሪፖርቶች በመጨመር በየወሩና ሩብ ዓመቱ  
ሪፖርታቸውን አባሪ በማድረግ ለኤጀንሲው ይልካሉ፤

3. የኤጀንሲና የክ/ከተማ ባለሙያዎች የኮሌጆችና ተቋማትን ሪፖርቶችን  
መሰረት በማድረግ የትብብር ስልጠናው ሂደትን ክትትልና ድጋፍ ማድረግ  
ይኖርባቸዋል፡፡

**የትብብር ስልጠና ሂደት ሪፖርት ማቅረቢያ ቅጽ**

የኮሌጁ/ተቋሙ /የክ/ከተማው ስም-----

የሪፖርት ጊዜ-----ወር/ሩብ ዓመት

## **አንቀጽ 5: የዕውቅና ፈቃድ ጥያቄ መነሻ ሁኔታዎች፡-**

- 5.1 ማንኛውም የቴክኒክና ሙያ ትምህርትና ሥልጠና ተቋም ሥልጠና ለመስጠት በመነሻነት የስልጠና ፕሮግራሙ ከሠው ሐይል ገበያ ፍላጎት ጋር የተገናዘበ፣ ሠልጣኞችን ለሥራ የሚያዘጋጅና ብቁ ዜጋ የማፍራት አገራዊ ተልዕኮና ግብ ያነገበ ሊሆን ይገባል፡፡
- 5.2 ማንኛውም ተቋም የቴክኒክና ሙያ ትምህርትና ሥልጠና ለመስጠት መነሻ የሚሆነው የገበያ ፍላጎትን መሠረት ያደረገ የኢትዮጵያ ሙያ ደረጃ ምደባ /Ethiopian Occupational Standard/EOS/ በሀገር አቀፍ ደረጃ የተዘጋጀለት ሲሆን እና ከትኩረት ዘርፍ መሪ መስሪያ ቤቶች የሰው ሐይል ፍላጎት መኖሩ ሲረጋገጥ ነው፡፡
- 5.3 የርቀት ትምህርትና ሥልጠናን በተመለከተ በቴክኖሎጂ ብቁ የሆኑና ከኢንዱስትሪው በሚቀርበው ፍላጎት መሰረት የተሟላ ስልጠና መስጠት የሚችሉ ተቋማት እስኪለዩ ድረስ ስለርቀት ትምህርትና ሥልጠና ፕሮግራሞች እዉቅና አሰጣጥ በዚህ መመሪያ የሚዳሰስ አይሆንም፡፡ ስለሆነም የአገራችንን የስልጠና ጥራት ከማስጠበቅ አንጻር ይህ መመሪያ የትኛውንም በርቀት ለማሰልጠን የሚቀርብ የፈቃድ ጥያቄ አያካትትም፡፡
- 5.4 ማንኛውም ተቋም ዕውቅና ሳያገኝ ሠልጣኞችን መዝግቦ ሥልጠና መስጠት አይችልም፡፡ ዕውቅና ሳያገኝ ሥልጠና ሲሰጥ የተገኘ ተቋም በህግ ተጠያቂ ይሆናል፡፡ በተጨማሪም በተቋሙ የሚሰጠው የሥልጠና ማጠናቀቂያም ዋጋ የሌለው ሲሆን ለሚከተለው የሕግ ተጠያቂነትም ኃላፊነቱን ተቋሙ ይወስዳል፡፡
- 5.5 ማንኛውም ዕውቅና ያለው የቴክኒክና ሙያ ተቋም ዕውቅናውን በየአመቱ በዘመኑ የተቀመጠውን የምዘና ዉጤት ማሟላቱን በማረጋገጥ ማሳደስ ይጠበቅበታል፡፡

## **አንቀጽ 6: የዕውቅና ጥያቄ ማቅረቢያ ጊዜ፡-**

የዕውቅና ጥያቄ የሚያቀርብ የቴክኒክና ሙያ ትምህርትና ሥልጠና ተቋም የዕውቅና ፈቃድ ጥያቄውን ለፈቃድ ሠጪው አካል እንደሚከተለው ማቅረብ ይኖርበታል፡፡

- 6.1 አዲስ የዕውቅና ጥያቄ የሚያቀርብ የቴክኒክና ሙያ ትምህርትና ሥልጠና ተቋም ሌላ ተለዋጭ መመሪያ ካልወጣ በስተቀር የዕውቅና ፈቃድ ጥያቄውን በማንኛውም ወቅት ሥልጠና ከመጀመሩ በፊት ማቅረብ ይኖርበታል፡፡
- 6.2 ዕውቅና ያገኘ ተቋም የዕውቅናው ጊዜ ከማለቁ በፊት የዕውቅና እድሳት ጥያቄውን ለፈቃድ ሰጪው ባለሥልጣን ከደጋፊ ማስረጃዎች ጋር ማቅረብ ይኖርበታል፡፡
- 6.3 በነበረ ዕውቅና የሴክሽን ብዛትና የሠልጣኞች ቁጥር ለመጨመር የሚቀርብ የስልጠና ማስፋፊያ ጥያቄ ወይም የደረጃ ማሳደግ ፈቃድ ጥያቄ ፕሮግራሙ ከመጀመሩ በፊት መቅረብ አለበት፡፡

6.4 ለአጫጭር ሥልጠናዎች የዕውቅና ፈቃድ ጥያቄ ሥልጠና መስጠት ከመጀመሩ በፊት ሊቀርብ ይችላል፡፡

6.5 ሥልጠና ለመስጠት የተሰጠ የዕውቅና ፈቃድ ጥቅም ላይ ካልዋለ ወዲያውኑ ለዕውቅና ሰጪው ባለሥልጣን ተመላሽ መደረግ አለበት፡፡ ሆኖም ግንኙነት/2/ ወራት መብለጥ የለበትም፡፡

### **አንቀጽ 7: የዕውቅና ፈቃድ ጥያቄ አቀራረብ:-**

ማንኛውም አዲስ የቴክኒክና ሙያ ትምህርትና ሥልጠና ተቋም ለመክፈት ወይም ፈቃድ ለማደስ ወይም ፕሮግራም ለማስፋፋት ወይም ደረጃ ለማሳደግ የሚፈልግ ግለሰብ ወይም ድርጅት ወይም የንግድ ማኅበር ሥልጠና መስጠት ከመጀመሩ በፊት ከዚህ በታች በተጠቀሰው መሠረት ለሚመለከተው ክፍል ጥያቄ አቅርቦ የዕውቅና ፈቃድ ማግኘትና መያዝ ይጠበቅበታል፡፡

7.1 በውጭ አገር ባለሀብቶች በውጭ አገር ህግ መሠረት የተቋቋሙ መንግሥታዊ ያልሆኑ ድርጅቶች የሚተዳደሩ ተቋማት፣ በፌዴራል መንግሥት አካላት የሚተዳደሩ በቴክኒክና ሙያ ዘርፍ ደረጃ ሥልጠና ለመስጠት የሚፈልጉ ተቋማት ዕውቅና ጥያቄአቸውን ለፌዴራል ቴክኒክና ሙያ ትምህርትና ሥልጠና ኤጀንሲ ያቀርባሉ፡፡

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7.2 በደረጃ ሶስት፣ በደረጃ አራት እና ደረጃ አምስት ባሉ የቴክኒክና ሙያ ትምህርትና ሥልጠና መርሐግብሮች ሥልጠና ለመስጠት በሀገር ውስጥ የግል ባለሀብት ወይም መንግሥታዊ ያልሆኑ ድርጅቶች ወይም በክልል የመንግሥት አካላት ሥር የሚቋቋሙ ተቋማት የዕውቅና ፈቃድ እንዲሰጣቸው ጥያቄአቸውን ለአዲስ አበባ ከተማ አስተዳደር የቴክኒክና ሙያ ትምህርትና ሥልጠና ኤጀንሲ ለተቋማት ጥራት ማረጋገጥ ዋና የሥራ ሂደት ማቅረብ ይኖርባቸዋል፡፡

7.3 ማንኛውም የቴክኒክና ሙያ ትምህርትና ሥልጠና ማሠልጠኛ ተቋም ከደረጃ ሶስት፣ አራት እና ደረጃ አምስት በተጨማሪ ከደረጃ ሶስት፣ በታች ያሉ ሙያዎችን ቀላቅሎ በአንድነት ሥልጠና የሚሰጥ ከሆነ በሁሉም ደረጃዎች የዕውቅና ፈቃድ ጥያቄ የሚያቀርበው ለአዲስ አበባ ከተማ አስተዳደር ቴክኒክና ሙያ ትምህርትና ሥልጠና ኤጀንሲ ብቻ ይሆናል፡፡

7.4 ማንኛውም በደረጃ አንድ/Level One/ እና ደረጃ ሁለት/Level Two/ ባሉ የሙያ መስኮች ወይም ደረጃ ከወጣላቸው ሙያዎች ከሚገኙ የብቃት አሀዶች ወይም የሙያ ክፍሎች የሚሰጡ አጫጭር ሥልጠናዎች ብቻ ሥልጠና የሚሰጥ ተቋም የዕውቅና ፈቃድ ጥያቄውን የሚያቀርበው ተቋሙ በሚገኝበት ክፍል ከተማ አስተዳደር ለሚገኘው የቴክኒክና ሙያ ትምህርትና ሥልጠና ጽ/ቤት ይሆናል፡፡

## አንቀጽ 8፡ ለዕውቅና ፈቃድ ጥያቄ የሚቀርብ የፕሮጀክት ዶክመንት ይዘት፡- የፕሮጀክት ዶክመንት የሚያካትታቸው ጉዳዮች፤

- ሀ) የተቋሙ ታሳቢ ስም፣ የተቋቋመበት ቦታ፣ ስልክ ቁጥር፣ ኢሜል አድራሻ፣ የፖስታ ነጥን ቁጥር፤
- ለ) የማሠልጠኛ ተቋም ባለቤት/ባለቤቶች ስምና አድራሻ፤
- ሐ) የተቋሙ የባለቤትነት ይዞታ (በግል፣ በማኅበር፣ በመንግሥት፣ በመያድ ወዘተ) ስለመሆኑ፤

መ) የማሠልጠኛ ተቋሙ ተጠሪ (እንደራሴ) የሆነለት አካል ስም እና አድራሻ፤

ሠ) ተቋሙ የቦርድ አወቃቀርና አደረጃጀት የሚያሳይ ሠነድ ስለመኖሩ

ረ) ለደረጃ 1፣ 2፣ 3፣ 4 እና 5 ተቋሙ ሥልጠና የሚያካሂድበት ሕንጻ የባለቤትነትና የይዞታ ማረጋገጫ ወይም ቢያንስ ለአምስት ዓመት የሚያገለግል በውልና ማስረጃ ምዝገባ የፀደቀ ህጋዊ የኪራይ ውል፣ እንዲሁም ለአጫጭር ስልጠና ለሁለት ዓመት የሚቆይ በውልና ማስረጃ ምዝገባ የፀደቀ ህጋዊ የኪራይ ውል፣ ወይም የማህበር ይዞታ ከሆነ የባለቤትነትና የይዞታ ማስረጃ ሊያቀርብ ይገባል፡፡ ሆኖም ግን ህንጻው ለቴክኒክና ሙያ ትምህርትና ስልጠና ራሱን የቻለ ግቢ ብቻ ሊሆን ይገባል፡፡

ሰ) የተቋሙ ራዕይ፣ ትልዕኮና ዓላማና ዕቅድ፡፡

ሸ) ተቋሙን ለማቋቋም የሚያስችሉና አግባብ ባለው መዝጋቢ መ/ቤት የተመዘገበበት የተቋሙ መመስረቻ ማስረጃና የንግድ ማኅበር ከሆነ የማኅበሩ መተዳደሪያ ደንብ ኮፒ፤

ቀ) የማሰልጠኛ ተቋሙ የሙያ ስልጠና እና አስተዳደራዊ ሥራዎች የሚከናወንበት የአመራር አደረጃጀትና የአሠራር ስርዓትን የሚያስረዳ መተዳደሪያ ሰነድ/legislation/፤

በ) የሠልጣኞችን መብትና ግዴታ የሚያስረዳ መመሪያ/ Student Hand Book/

ተ) የማሰልጠኛ ተቋሙ የትግበራና የፋይናንስ ዕቅድ እና የፋይናንስ አቅም መግለጫ የሆነ የባንክ ሰነድ፤

ቸ) ለሥልጠና ፕሮግራሞች በሙያ ደረጃ ምደባ (Occupational Standard) መሠረት በየሙያ መስኩ ደረጃውን የጠበቀ CBLM /Competence Based Learning Materials/፤



ነ)የህትመት ዘመናቸው ከ10 ዓመት ወዲህ የሆኑ ፣ ፈቃድ ለተጠየቀባቸው ሙያ መስኮች ቀጥተኛ ተዛማጅነት ያላቸው የማጠቀሻ መጽሐፍት ዝርዝር እንዲሁም ለማስልጠን የታቀደን የሠልጣኞች ቁጥር ያገናዘበ የእያንዳንዳቸው ኮፒ ብዛት ተጠቅሶ በዝርዝር ማቅረብ፤

ኘ)የሥልጠና መሣሪያዎችና የዕቃዎች ዝርዝር ከባለቤትነት ማረጋገጫ ጋር፤

አ)የአስተዳደር ሠራተኞችና በምዘና ብቃታቸውን ያረጋገጡ አሠልጣኞች የትምህርት ደረጃ፤ የሥራ ልምዳቸው እና አጠቃላይ ዝርዝር ማስረጃ ኮፒ እንዲሁም የሠራተኞችና የአሠልጣኞች የሥራ መልቀቂያ/ስንብት ማስረጃ እና የሥራ ኮንትራት ውል፤

## አንቀጽ 9:- የዕውቅና ፈቃድ አሠጣጥ:-

9.1 የስልጠና ፈቃድ የተጠየቀበት የሙያ ዘርፍ ከትኩረት ዘርፍ መሪ መስሪያቤቶች የሰው ሐይል ፍላጎት መኖሩን በማረጋገጥ ፈቃድ ሰጭው አካል በየሙያ ዘርፉና ደረጃው ሊኖር ከሚችለው የሰው ሐይል ገበያ ፍላጎት መጠን አንጻር ፈቃድ አሠጣጥ ሊወሰን ይችላል፡፡

9.2 በመደበኛ ወይም የአጫጭር ሥልጠናዎች የዕውቅና ፈቃድ እንዲሰጠው ተገቢውን መረጃና ሰነዶች አሟልቶ ጥያቄላቀረበ የቴክኒክና ሙያ ትምህርትና ሥልጠና ተቋምበጥያቄው መሠረት የቀረቡትን መረጃዎች በመመርመርና በዚህም መሠረት ተገምግሞ መስፈርቱን አሟልቶ መገኘቱ በተደረሰበት ውሳኔ ከተረጋገጠ በስምንት/8/ሰዓት ጊዜ ውስጥ ለሁለት ዓመት ጊዜ የሚቆይ ወይም ሥልጠናው ለሚወስደው የጊዜ ርዝማኔ ጸንቶ የሚቆይ የዕውቅና ፈቃድ ይሰጠዋል፡፡

9.3 የእውቅና ፈቃድ የሚያቀርቡ የቴክኒክና ሙያ ትምህርት ስልጠና ተቋማት የሚመሠረቱበት ዓላማና ተግባር በተለየ መልኩ የአካል ጉዳተኞችን ለመደገፍ የሚቋቋሙ ከሆነ ልዩ ድጋፍ ይደረግላቸዋል፡፡

9.4 እውቅና ፈቃድ ወስዶ ስልጠና በማካሄድ ላይ ያለ ተቋም የፕሮግራም ማስፋፋት ወይም የደረጃ ማሳደግ ጥያቄ ሲያቀርብ በባለሙያዎች ተገምግሞ ብቃቱ ሲረጋገጥ ፈቃድ ሊሰጠው ይችላል፡፡

9.5 ተቋሙ የሚጠበቅበትን መስፈርት አሟልቶ ካልተገኘ ለተቋሙ መሻሻልና መስተካከል የሚኖርባቸውን ሁኔታዎች ዝርዝር ያካተተ የጽሁፍ ማስረጃ እንዲደርሰው እና የሚመለከታቸው አካላት እንዲያውቁት ይደረጋል፡፡

9.6 ማንኛውም ተቋም ለዕውቅና በቅድሚያ መሟላት የሚገባቸው ቅድመ ሁኔታዎች በመጀመሪያ ግምገማ ወቅት ያላሟላ ከሆነና በዕለቱ ገምጋሚዎቹ በሚሰጡት ማስተካከያ መሠረት አስተካክሎ በመቅረብ በተሠጠው የጊዜ ገደብ ውስጥ አንድ ጊዜ ብቻ ለድጋሚ ግምገማ ጥያቄ ማቅረብ ይችላል። ይህም ሊሆን የሚችለው የመጀመሪያ ግምገማ ከተደረገ በኋላ ባሉት 30 ቀናት ውስጥ ነው። ተጨማሪ ግንባታና ሌሎች ከ30 ቀናት በላይ ሊወስዱ የሚችሉ ማስተካከያዎች ካሉ በገምጋሚዎች ታይተው ሊወሰኑ ይችላሉ። ሆኖም ግን የጊዜ ገደቡ ከሦስት ወራት መብለጥ የለበትም።

9.7 ማንኛውም ተቋም ብቃቱን ለማረጋገጥ ከአንድ ጊዜ በላይ ባለሙያዎች ለግምገማ ወደ ተቋሙ መሄድ የሚገባቸው ከሆነና ተቋሙም ከላይ በንዑስ አንቀጽ “9.6” በተጠቀሰው መሠረት ማስተካከል ካልቻለ ባለጉዳዩ የአገልግሎት ክፍያ መጀመሪያ ለዕውቅና ፈቃድ በከፈለበት አግባብ እንደገናበመክፈል ጥያቄውን እንደአዲስ ማቅረብ ይኖርበታል።

9.8 አንድ ተቋም ከ300 ሜትር በላይ በሆነ ርቀት የሚገኙ ሁለት ግቢዎች ካሉት ራሳቸውን እንደቻሉ ሁለት ካምፓሶች ይቆጠራሉ። በዚህም መሠረት ተፈላጊዎቹን ፊዚካል ግብዓቶች በሁለቱም ካምፓሶች ሙሉ በሙሉ በማሟላት ለሁለቱም ካምፓሶች የተለያየ የዕውቅና ጥያቄ ሥልጠና ከመጀመሩ በፊት ማቅረብ አለበት።

9.9 በመደበኛ ወይም የአጫጭር ሥልጠናዎች የዕውቅና ፈቃድ የሚሰጠው ተቋም በቀኑ ክፍለ ጊዜ ዕውቅና በተሰጠው የሥልጠና መስክ እና ደረጃ ብቻ በማታው ፕሮግራም ሥልጠና መስጠት ይችላል። ይህም የሚሆነው በቴክኒክና ሙያ ትምህርትና ሥልጠና በማታው ፕሮግራም ሥልጠና የሚሠጠው ለሥልጠና አመቺ ሆኖ ሲገኝ ብቻ ነው። ይሁን እንጂ የፈቃድ ሠጪውን አካል ይሁንታ አግኝቶ በማታው ፕሮግራም ለማሠልጠን የሚፈቀደው የሠልጣኝ ብዛት ተቋሙ ለቀኑ ፕሮግራም ከተሰጠው የሠልጣኝ ብዛት መብለጥ የለበትም።

9.10 ከአቅም በላይ በሆነ ምክንያት የሥልጠናውን ቦታ ወይም አድራሻ የሚቀይር ተቋም ሁኔታውን ለዕውቅና ሰጪው አካል አሳውቆመጀመሪያ ለዕውቅና ፈቃድ በከፈለበት አግባብ እንደገና የአገልግሎት ክፍያ በመፈጸም ተገምግሞ ፈቃድ ሊሰጠው ይችላል። ሆኖም አዲስ ወደቀየረው ሕንጻ ለመሄድ ሠልጣኞቹ አስቸጋሪ ሁኔታ የሚገጥማቸው ከሆነ ሠልጣኞችን ወደ ሌላ ተቋም በማዛወር ወይም የሠልጣኞቹን የትራንስፖርት ወጪና ወደ ተቋሙ ለመድረስ የሚወስድባቸውን ጊዜ ግምት ውስጥ በማስገባት ከሠልጣኞች ጋር በሚደረስ የጋራ ስምምነት ማመቻቸት ይጠበቅበታል።

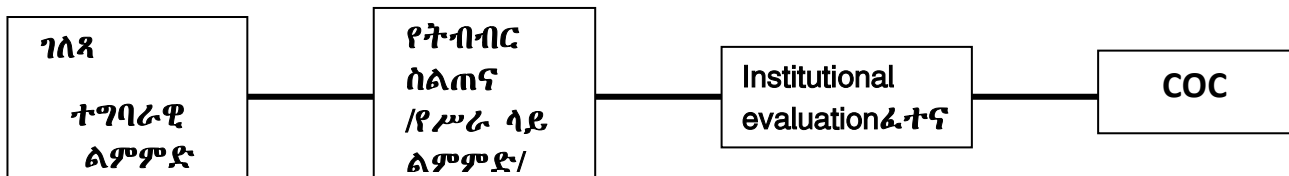
9.11 ዕውቅና ሰጪው አካል ማንኛውም የማሰልጠኛ ተቋም የተፈቀደለትን የሥልጠና መስኮች በተጨማሪም የፕሮግራም ማስፋፋት ወይም የደረጃ ማሳደግ ዕውቅና ሲያገኝ

በየትኞቹ የሙያ መስኮች፣ ደረጃና አድራሻ ዕውቅና እንደተሰጠው በመለየት የተለያዩ መገናኛ ብዙሃን ዘዴዎችን በመጠቀም ለማህበረሰቡ እና ለተጠቃሚዎቹ ሊያሳውቅ ይችላል፡፡

9.12 በክፍለ ከተማ ቴክኒክና ሙያ ትምህርትና ስልጠና ጽ/ቤት ስር በደረጃ አንድ/1/፤ ሁለት/2/ ሦስት/3/ እና አጫጭር ስልጠና ዕውቅና ፈቃድ በሚሰጡበት ጊዜ ግልባጭ ለኤጀንሲው የተቋማት ጥራት ማረጋገጥ ዋና የስራ ሂደት ማሳወቅ ይኖርባቸዋል፡፡ እንዲሁም የትምህርት ማስረጃ ማረጋገጥ አገልግሎት /Authentication/ ለመስጠት እንዲያስችልዕውቅና ፈቃድ ወስደው በስልጠና ላይ ያሉትን የስልጠና ተቋማት ስም፣ ሙያና ደረጃ፣ ስልጠናቸውን ያጠናቀቁትን ሠልጣኞች ስም ዝርዝር መረጃለኤጀንሲው ማሳወቅ ይኖርባቸዋል፡፡

## 8.1 መደመኛ ስልጠናን አስመልክቶ Domestic Help, Care Giving and Household Services እና ሌሎችም የስልጠና መስኮች

ይህ ስልጠና ከሌሎቹ የስልጠና ስርዓቶች የሚለየው ሠልጣኞች በንድፈ ሐሳብ እና በተግባር የተማሩትን በትክክለኛው የስራ ቦታ ከሚገጥማቸው የስራ ሁኔታ ያጠመረ እንዲሆን የታለመ ስለሆነ ነው፡፡ በመስኩ የሥራ ልምምድ የሚያደርጉበትን ስርዓት የተዘረጋለት ማለትም - የትብብር ስልጠና ዋነኛው የስልጠናው አካል ነው፡፡ ከዚህ የትብብር ስልጠና በፊት ሠልጣኞች በተግባር እና በንድፈ ሐሳብ ትምህርታቸውን ይከታተላሉ፡፡ በዚህ ጊዜ ዋናው የስልጠና ስልትገለጻ፣ ደጋግሞ መስራት፣ ሲሙሌሽን እንዲሁም በተግባራዊ ልምምድ ይሆናሉ፡፡ ፡ ይህም የተግባር እና የንድፈ ሐሳብ ትምህርት በትብብር ስልጠናው ይደገፋል፡፡



ቻርት 1: የስልጠናው ስረአተ ሂደት

## 10 ፕሮጀክት ዝግጅት/ project preparation or formulation/

በፕሮጀክት ዝግጅት ወቅት የፕሮጀክት ሃሳቦች ከተሰበሰቡ በኋላ ወደ ፕሮጀክት ዝግጅት ተግባር የሚያልፉና ብቁ የሆኑ ሃሳቦችን ለመምረጥ በመጀመሪያ የድርጅቱን ሁኔታ፣ የድርጅቱን ሃብት እና የሰው ሃይል ግንዛቤ ውስጥ በማስገባት ተግባራዊ ሊሆን የሚችለውን የመምረጥ ተግባር ነው፡፡

የፕሮጀክት ዝግጅት ከ7-10% የፕሮጀክት አጠቃላይ ዋጋ ያወጣል ተብሎ ስለሚገመት በጥንቃቄ መስራት ያስፈልጋል፡፡ ስለሆነም በፕሮጀክት ዝግጅት ወቅት የቅድመ ዝርዝር ጥናትና የዝርዝር ጥናት እንደአስፈላጊነቱ ማየትና ማጥናት ተገቢ ነው፡፡

### 10.1 ቅድመ ዝርዝር ጥናት/pre-feasibility study/

ይህ ጥናት በቅድሚያ ከፍተኛ ወጭ በማውጣት ዝርዝር ጥናት አጥንቶ የማያዋጣ መሆኑን ከማረጋገጥ በአነስተኛ ወጭ የመጀመሪያ ጥናት በማካሄድ የፕሮጀክቱን ተስፋ ሰጭነት ለማረጋገጥ ይረዳል፡፡

#### 10.1.1 የፕሮጀክት ዝርዝር/feasibility study/

በቅድመ ዝርዝር ጥናትና በዝርዝር ጥናት መካከል የሚካሄደው የጥናት ሂደት ተመሳሳይነት ያለው ሲሆን ልዩነቱ የሚከሰተው በትንተናው የስፋት ደረጃና በሚሰበሰበው መረጃ ብዛትና ጥራት ነው፡፡ በዚህ ጥናት እንደሌሎቹ ጥናቶች ፕሮጀክቱ ተቀባይነት እንዲኖረው ወይም ውድቅ እንዲሆን ለመወሰን የሚያስችለውን ሃሳብ ለማግኘት እንዲቻል እስከ መጨረሻው ጥቃቅን ጉዳዮች ድረስ በዝርዝር የሚታይበት የፕሮጀክት ዑደት አካል ነው፡፡ በደንብ የተዘጋጀ የፊዚቢሊቲ ጥናት በመጀመሪያ የፕሮጀክት ጥናት የታዩ ጉዳዮችን ሁሉ በመመርመር እንደገና በትክክለኛው መንገድ ያስተካክላል፡፡ የፕሮጀክቱ ግብና ዓላማ በትክክል ከፕሮጀክቱ ጋር ተያያዥነት ያላቸው መሆኑን ያረጋግጣል፡፡

ፕሮጀክቱ ተፈፃሚ በሚሆንበት ወቅት ሊያስከትላቸው የሚችሉ ችግሮች ወይም አመቺ ሁኔታዎች በዚህ ውስጥ ይተነተናሉ፡፡ ለችግሮቹም መፍትሄ ሊሆኑ የሚችሉ አማራጮች ይቀመጣሉ ስለፕሮጀክት ስናስብ ግንዛቤ ውስጥ ማስገባት ያለብን ሁሉም ፕሮጀክቶች አንድ

አይነት የጥናት ወይም የአሰራር ዘዴ አይኖራቸውም፡፡ ስለሆነም በአንዱ ፕሮጀክት ላይ ሁሉም ነገር በዝርዝር ሲታይ በሌላው አላስፈላጊ ሆኖ የሚታለፍ የጥናት ዓይነት ሊኖር ይችላል፡፡

በዚህ ስር የሚተነተኑት የገበያ ጥናት ማካሄድ፣ የፕሮጀክት ቴክኒካዊ ሃሳቦች ማጎልበት፣ ስለ ፕሮጀክቱ አመራርና ድርጅታዊ መዋቅር ሃሳብ ማቅረብ፣ ስለ አካባቢው ተፅዕኖ ማጥናት፣ ስለ ማህበራዊና ፖለቲካዊ ሁኔታ ማጥናት፣ እንዲሁም የፕሮጀክቱን ወጪና የሚያስከኘውን ጥቅም መተንተን ይሆናል፡፡

#### ሀ.የፕሮጀክት አካባቢ ጥናት/Back ground information/

የዚህ ጥናት ዋና ዓላማ ፕሮጀክቱ ለተቋሙና ለአካባቢው ለያስገኝ የሚችለውን ጥቅምና የሚያስከትለውን ተፅዕኖ ለይቶ ማስቀመጥ ይሆናል፡፡ ፕሮጀክቱን በቀጥታም ሆነ በተዘዋዋሪ የሚመለከቱ ሁኔታዎች በሙሉ ማለትም ኢኮኖሚያዊ፣ ማህበራዊ፣ አስተዳደራዊ ፖለቲካዊና ጂኦግራፊያዊ ሁኔታዎችን መዳሰስ ያስፈልጋል፡፡

#### ለ.ገበያ ጥናት ማካሄድ/Market assesment/

የፕሮጀክቱ ስልጠና በሚቀርብበት የገበያ ሁኔታ በቀጠና እና ተጠቃሚ ተለይቶ መጠናት ይኖርበታል፡፡ ለፕሮጀክቱ ምርት በቂ ገበያ በሃገር ውስጥ ወይም በውጭ አገር መኖሩ ወይም አለመኖሩ መረጋገጥና ምርት የሃገር ውስጥ ገበያን ፍላጎት በምን ያህል እንደሚያረካ መገምገም ያስፈልጋል፡፡ አስካሁን ድረስ ድርጅቱ ተመሳሳይ ምርቶችን ከየት ሲያገኝ እንደነበር መብራራት ይኖርበታል፡፡ ለምርት የተተመነው ዋጋ አሁን በገበያ ላይ ከሚሸጠው ወይም ከሚቀርቡት ተመሳሳይ ምርቶች ጋር እንደሚነፃፀር መግለፅ ያስፈልጋል፡፡ ስለሆነም የተለያዩ አመታት የፍጆታ መረጃዎችን /consumption coeficcient/ በመጠቀም፣ ጥቅም ላይ የዋሉ የምርትና የግብዓት መረጃዎችን /input-output model/ መጠቀም በወቅቱ አመች የሆነውን ዘዴ በመምረጥ ሳይንሳዊ የሆነውን መንገድ ተንትኖ የገበያውን አጠቃላይ ሁኔታ መረዳት ያስፈልጋል፡፡

ይህን የትንበያ ጥናት ማካሄድ በፕሮጀክቱ አገልግሎት እድሜ ውስጥ ሊገኝ የሚችለውን የገበያ አዋጭነት ለማጤን ይረዳል፡፡ በመጨረሻም አመታት ውስጥ ምርቱን በተመለከተ ሊኖር የሚችለውን የገበያ ፍላጎት አውቆ መጠኑን ለመተንበይና ለመወሰን ያስችላል፡፡

ከጥናቱ በመነሳት የምርት ተጠቃሚ እንዲጨምር ምን መሰራት እንደሚኖርበት ይጠቁመናል፡፡

### **ሐ.ስለፕሮጀክቱ ቴክኒካዊ ሃሳቦች**

ፕሮጀክቱ ሰልጣኞችን ሊያሰለጥን ላቀዳቸው ሰልጣኞች የቀረበው የአሰላጣጠን ዘዴ እንዴት እንደተመረጠ ሌሎች አማራጮች አሰላጣጠን ዘዴዎች አብራርቶ በማስቀመጥ ተመራጭነቱን በግልፅ ማሳየት ያስፈልጋል፡፡

የቴክኖሎጂ አማራጮችን በማወዳደር ብቃት ያለውን ለመምረጥ ይቻል ዘንድ 1ኛ/አዲስ መሳሪያ መትከል ወይስ ያለውን ማሻሻል 2ኛ/ቴክኒክዎሎጂው በአመዛኙ የሰው ሃይል ወይስ ካፒታል የሚጠቀም ስለመሆኑ 3ኛ/ ጥቅም ላይ የሚውለው ቴክኒክዎሎጂ የሚጠቀመው ጥሬ እቃ የሃገር ውስጥ ወይስ የውጪ 4ኛ/ተመራጭ ቴክኖሎጂ በምርምር ያለፈ መሆኑንና በተግባር የተፈተነ ስለመሆኑ ማረጋገጥ 5ኛ/የቀረበው ቴክኖሎጂ ዋጋና የሚሰጠውጥቅም 6ኛ/ለሚሰራበት አካባቢ አየር ፀባይ ተስማሚ መሆኑን ማረጋገጥ 7ኛ/ቴክኖሎጂውን ለመጠቀም የሚያስፈልገው የስልጠና ፍላጎትና በዚያው አቅም መጠን ስለመቻሉ 8ኛ/ ጊዜው ያላለፈበት/obsolete/ ላለመሆኑ ከአማራጭ ቴክኖሎጂ ጋር በማወዳደር ተመራጭነቱን ማረጋገጥና፡፡ በተጨማሪም የቴክኒክዎሎጂው የማምረት አቅም በቀን፣ በወርና በአመት ገምቶ አዋጭነቱን በመረጃ አስደግፎ ማቅረብና ለወደፊት ያለውን የመስፋፋት ዕድል በማብራራት የአካባቢውን የገበያ ጥናት መሰረት በማድረግ ወደ ምርጫ መሄድ ይቻላል፡፡

### **መ.የፕሮጀክቱ ወጪና የሚያስገኘው ጥቅም**

አንድ ፕሮጀክት ሊያካትታቸው የሚችላቸው ወጪዎች

- ጠቅላላ የመዋዕለ ነዋይ ወጭ/ Investment cost/
  - ✓ የቋሚ መዋለ ነዋይ/fixed cost/
  - ✓ የመተኪያ ወጪዎች /maintenance or repair cost/ /ለመኪና ለቢሮ ዕቃዎች/
  - ✓ የቅድመ ምርት ወጪዎች/pre operating cost/ ለስልጠና፣ ለማምረቻ መሳሪያ መከራ፣ ለጥናት



✓ የስራ ማስኬጃ ወጭዎች/ለጥሬ ዕቃ መለዋወጫ ክምችት፤ ለድንገተኛ ክፍያ ወዘተ

➤ የማምረቻ ወጪዎች/production cost/

✓ የዕለት ተዕለት ወጪዎች / ለጥሬ ዕቃ መግዣ፤ ለሰራተኛ ደመወዝ፤ ለመብራትና ውሃ፤ ለጽህፈት መሳሪያ ወዘተ

✓ የእልቀት ወጪዎች /Depreciation cost/ የህንፃ፤ የማምረቻ መሳሪያ፤ የመኪና ወዘተ

✓ የወለድ የታክስ ክፍያ ወጪዎች ሌሎችንም ጨምሮ በወጪ ደረጃ ፕሮጀክቱ አዋጪ መሆኑን መመርመር ያስፈልጋል፡፡

እንደዚሁም አንድ ፕሮጀክት ሊያስገኝ ከሚችላቸው በርካታ ጥቅሞች ቢኖሩም ለአብነት ያህል ትርፋማነት፤ የስራ ዕድል መፍጠር፤ የውጭ ምንጣሬ ማዳን ወይም ማስገኘት፤ የህዝቡን መሰረታዊ ፍላጎት ማርካት ወዘተ፡፡ ስለዚህ ፕሮጀክቱ እንዲቀጥል ከተፈለገ ስለእያንዳዱ የፕሮጀክት አካሎች ስለሚያስከትሉት ወጪም ሆነ ገቢ ሳይንሳዊ በሆነ ዘዴ ተሰልተው አዋጭነታቸው ሊታይ ይገባል፡፡

ሠ. ስለ ፕሮጀክቱ አደረጃጀት ምርጫ

ስለዚህ ዓላማና ግብ ያለው የተቆጠረ ተግባራትን ያስቀመጠና የክትትልና ቁጥጥር ሥልት በማውጣት ፕሮጀክቱን መምራት የሚችል አወቃቀር ስልት መከተል ያስፈልጋል፡፡

አንድን ፕሮጀክት በማዋቀር ደረጃ በአብዛሃኛው ሁለት አማራጮች ሊኖሩት ይችላል፡፡ ፕሮጀክቱ በድርጅቱ /functional organization/ ውስጥ እንዲመራ ማድረግና ስራዎቹን ማስፈፀም ወይም እራሱን ችሎ አዲስ በሚቋቋም/project organization/የፕሮጀክት መዋቅርና አመራር እንዲተዳደር ማድረግ ይቻላል፡፡ በአንድ ፕሮጀክት ውስጥ ሊኖሩ የሚችሉትን የስራ መደብ

የሚከናወነው ተግባር ለይቶ ማስቀመጥና እያንዳዱ ክፍል ከሌላው ጋር ሊኖረው ስለሚችል ቅንጅት ትርጉም በሚሰጥ መልክ ተብራርቶ ሊቀመጥ ይገባል፡፡

ረ.ሥነ አካባቢያዊ ጥናት/Environmental feasibility/

በፕሮጀክት አፈፃፀም ወቅት በአካባቢ የሚከሰቱ በጎና በጎ ያልሆኑ ሁኔታዎች ስለሚኖሩ አንድ ፕሮጀክት ወደ ተግባር ከመለወጡ በፊት በቅድሚያ በአካባቢ የሚፈጠረውን ተፅዕኖ እንድናጠና እንገደዳለን፡፡

አንድ ፕሮጀክት ጥሬ ዕቃን በመጠቀምም ሆነ ተረፈ ምርት በማስወጣት በኩል አካባቢን መልሶ የሚጎዳ እንዳይሆን ጉዳቱን ለመቀነስና ለማጥፋት የሚቻልበት ሁኔታ ማመቻቸት ተገቢ ይሆናል፡፡

ጉዳቱ የማይካካስ ወይም የማይቀረፍ ሆኖ በትውልድ ላይ መጥፎ ሁኔታ የሚፈጥር ወይም የሚያስከትል ከሆነ አማራጭ የፕሮጀክት ሃሳቦችን እስከማየት መሄድ ይኖርብናል፡፡ በፕሮጀክቱ ሂደትና ውጤት በበጎ ሁኔታ የሚታይ ከሆነም ጠቀሜታውን በሚገባ ማብራራትና ማሳወቅ ያስፈልጋል፡፡

**ቀ.ማህበራዊና ፖለቲካዊ ጥናት /Social & political study/**

የዚህ ጥናት የመጀመሪያ ሥራ በህብረተሰቡ ማህበራዊ ሂደት ላይ ያተኮረ መሰረታዊ መረጃ በማሰባሰብና ሰፊ ጥናት ማካሄድ ነው፡፡ ስለሆነም በዚህ ጥናት 4 ጉዳዮችን መመለስ መቻል አለብን፤

- ✓ ይህ ፕሮጀክት በተግባር ሲፈፀም የሚያስከትለው ማህበራዊ ተፅዕኖ/Impact/ ምን ሊሆን ይችላል?
  - ✓ ይህ ፕሮጀክት በተግባር ሲፈፀም የሚያስከትለው ፖለቲካዊ ተፅዕኖ/Impact/ ምን ሊሆን ይችላል?
  - ✓ ለፕሮጀክቱ ግብ መሳካት ወይም አለመሳካት አስተዋፅኦ የሚያደርጉ ማህበራዊ ጉዳዮች አሉን?
  - ✓ ለፕሮጀክቱ ግብ መሳካት ወይም አለመሳካት አስተዋፅኦ የሚያደርጉ ፖለቲካዊ ጉዳዮች አሉን? ብሎ መጠየቅና አሉታዊና አወንታዊ ተፅዕኖችን ማወቅ ያስፈልጋል፡፡
- :
- መጎራጠሚያ ሁለት

## 10.2 ፕሮጀክት ምዘና /የፕሮጀክት ብቃት ግምገማ/ (project appraisal)

ምዘና በአመዛኙ አስፈላጊ ሁኖ የሚገኘው በባለንብረትነት ያስተዳድራል የተባለው አካል ወይም ለፕሮጀክቱ መመስረት ድጋፍ የሚሆነውን አብዘሃኘውን የገንዘብ መጠን የሚያቀርቡ አካሎች ነው። የፕሮጀክት ምዘና/Appraisal/ ማለት ተዘጋጅቶ የቀረበውን ፕሮጀክት ዝርዝር ሁኔታ በመመርመር በተግባር ሊተረጎም የሚችል መሆኑን አስፈላጊውን መመዘኛ ማሟላቱን ማረጋገጥና ለቀጣይ ተግባር ማሳለፍ ነው። ይህም ሲባል የፕሮጀክት ዝግጅት ሰፊ ጥናት ከተደረገበት በኋላ በአቅራቢው አካል በሰነድ ተዘጋጅቶ ለውሳኔ ሰጭ ክፍል ይቀርባል።

የፕሮጀክቱ ሰነድ የቀረበለትም አካልም የፕሮጀክት ብቃት ግምገማ/Appraisal/ በሚያካሂድበት ወቅት ግምተ ውሥጥ ሊያስገባ ከሚገቡ ጉዳዮች መካከል ዋነኞቹ የሚከተሉት ናው።

- ✓ የፕሮጀክቱ ይዘት ከአገሪቱ አጠቃላይ የልማት አቅጣጫ ጋር የሚጣጣምና የዘርፉ ፖሊሶዎችንና መመሪያዎችን ያገናዘበ መሆኑን;
- ✓ ተዘጋጅቶ የቀረበው ፕሮጀክት ለድርጅቱ አስፈላጊ መሆኑን
- ✓ ፕሮጀክቱ በዝቅተኛ ወጭ አንገብጋቢ የድርጅቱን ችግሮች ለመፍታት ሌሎች አማራጮችን ማካተቱ፤
- ✓ ፕሮጀክቱ የድርጅቱን ሃብት ጥቅም ላይ የማዋል ችሎታው
- ✓ የፕሮጀክቱ ስፋትና መጠን ለማስተዳደር አመችነት ያለውና ከማስተዳደር አቅም ጋር መጣጣሙ
- ✓ ፕሮጀክቱ በአካባቢ ስለሚኖረው ተፅዕኖ
- ✓ የፕሮጀክቱ ወጭ በትክክል መታወቁንና ለድርጅቱ የሚያስገኘው ጥቅም ከወጭ አንፃር ሲመዘን የበለጠ መሆኑን
- ✓ ፕሮጀክቱ በጊዜ የመጣና ወቅታዊ መሆኑን የመሳሰሉት ናቸው።

በፕሮጀክት ብቃት ግምገማ/Appraisal/ ወቅት ሌላው ትኩረት ሊሰጠው የሚገባው ጉዳይ የፋይናንስ ግምገማ ነው። በዚህ ወቅት መታየት የሚገባቸው ጉዳዮች

- ✓ ፕሮጀክቱን ወደ ተግባር ለማሸጋገር በጥናቱ የተጠቀሰው የገንዘብ መጠን መኖሩን ማረጋገጥ
- ✓ የፋይናንስ ምንጩን በግልፅ ማመላከቱን ነው

- ✓ ፕሮጀክቱ ተጠናቆ መደበኛ አገልግሎቱን ሲጀምር በመደበኛ በጀት ላይ ሊኖረው የሚችለው ተፅዕኖ

በተጨማሪም የፕሮጀክት ምዘና በሚካሄድበት ወቅት ተዘጋጅቶ የቀረበው ፕሮጀክት በተለያዩ ሌሎች መስፈርቶች ማለትም

1. ቴክኒካዊ ሁኔታው/Technical aspect/
2. የገበያ ሁኔታ/Commercial aspect/
3. የአስተዳደር ድርጅታዊ ሁኔታዎች/Managerial& organizational aspect/ ሊተነተኑ ይገባል፡፡በፕሮጀክት ቴክኒካዊ ሁኔታ የተለያዩ አማራጮችን ማለትም የፕሮጀክቱ መጠን፣ የስራ ቦታ ተስማሚነት፣ የመተግበሪያ ጊዜ እንዲሁም የቴክኖሎጂ ጥንቅር በመውሰድ የተመረጠው ፕሮጀክት ብቁ መሆኑን ማየትም ተገቢ ነው፡፡

### 10.3 የፕሮጀክት ትግበራ/Implementation/

የፕሮጀክት ተፈፃሚነት ደረጃ ተብሎ የሚታወቀው ክፍል ከፕሮጀክቱ የግምባታ ስራ ጀምሮ ፕሮጀክቱ በታለመለት መሰረት ሙሉ በሙሉ የምርት ሂደት ወይም አገልግሎት የማቅረብ ደረጃ መድረስ እስከተቻለበት ድረስ ያለውን የሚያጠቃልል ነው፡፡

የፕሮጀክት አፈፃፀም ደረጃ ላይ

- ✓ የፕሮጀክት አፈፃፀም ዲዛይንና የስራ ዝርዝር ግምት
- ✓ የጨረታ ዶክመንቶች ማዘጋጀት
- ✓ ለፕሮጀክቱ የሚያስፈልጉ ማተሪያሎች ማዘጋጀት
- ✓ ለፕሮጀክቱ አስፈላጊ የሆኑ ስምምነቶችና ኮንትራቶችን መፈራረም
- ✓ ለፕሮጀክቱ አስፈላጊ የሆኑ ሠራተኞችን መቅጠር ወዘተ የሚከናወኑበት ደረጃ ነው፡፡

:

አንድ ፕሮጀክት ተግባራዊ ለማድረግ ከታለመለት ግብ ለመድረስ እንዲቻል ዝርዝር የስራ መርሃ ግብር/action plan/ ሊነደፍ ይገባል፡፡ የፕሮጀክቱ የስራ መርሃ ግብር/action plan/

የሚከናወነውን ሥራ ዓይነት፣ አስፈፃሚው አካል፣ ስራው የሚጠይቀው ጊዜ፣ ለስራው የሚያስፈልግ ወጭ፣ ስራው የሚካሄድበትን ቦታና ጊዜ ወዘተ ሊያካትት ይችላል፡፡ ለምሳሌ፤

### ሰንጠረዥ 44 የድርጊት መረሃግብር

ተቁ	የስራ ዝርዝር	መለኪያ	ፈጻሚው አካል	አመታዊ እቅድ	የሚፈፀምበት ጊዜ(በወር)										ጠቅላላ በጀት	የሚያስፈልግ ወጭ(በ0000)									
					መ	ጥ	ህ	ታ	ጥ	የ	መ	ሚ	ግ	ሰ		መ	ጥ	ህ	ታ	ጥ	የ	መ	ሚ	ግ	ሰ
1	የሰልጣኝ ቅበላ				-																				
2	-					-																			
3	-						-																		
4	-							-																	

የስራ መርሃ ግብር የልማትና የአገልግሎት ፕሮጀክቶች ወይም ፕሮግራሞች መቼ? በማን? የት? እንዴት? እንደሚሰሩ የሚጠቁም የስራ መመሪያ ሲሆን በአፈፃፀምወቅትም ሊያጋጥሙ የሚችሉ ችግሮችን የሚዳስስና የተለያዩ አማራጭ የአፈፃፀም፤ የክትትልና ግምገማ ስልተችን የሚያካትት ነው፡፡

#### 10.4 ክትትልና ግምገማ (Monitoring and Evaluation)

አሳታፊ ክትትልና ግምገማ የፕሮጀክቱን ተጠቃሚዎችና ሌሎች ተሳታፊዎች(stakeholders) ባሳተፈ መልኩ አንድን ፕሮጀክት ወይም ፕሮግራም ውጤታማነትና ተፅዕኖ ለመለካት የሚያስችል መረጃ የመሰብሰብና የመተንተን ሂደት ነው፡፡

ክትትልና ግምገማ የተሳሰሩ ሃሳቦች ቢሆንም የየራሳቸው ስልትና የትኩረት ነጥብ አላቸው፡፡ ክትትል/monitoring/ ተጨማሪ ውድቀት ሳይከተል ችግሮችን በወቅቱ ለማመልከት እና ለማስተካከል የሚያስችል መሳሪያ ነው፡፡ በሌላ መልኩ ግምገማ/Evaluation/ አሁን እውን የሆነው ፕሮጀክት ቀደም ሲል በዝርዝር ጥናትና በሃሳብ ደረጃ በነበረበት ወቅት ታልሞለት ነበረውን ዓላማና ግብ አሳክቷል ወይስ አላሳካም የሚል ነው፡፡ ይህም በአንድ ፕሮጀክት ተግባራዊ ሂደት(process)፤ ውጤታማነትና አስተዋፅኦ ስልታዊ/systematic/ በሆነ አቀራረብ በተወሰነ ጊዜ ቆይታ የሚታይበት መንገድ ነው፡፡

ግምገማ/Evaluation/ አንድ ፕሮጀክት ግምገማው ዓላማ በሂደት ላይ እያለ ወይም ከተጠናቀቀ በኋላ ሊሄድ የሚችል ሲሆን ትኩረት የሚሰጠው ለፕሮጀክት ውጤት/ result or output/፤ እሴት /value/ እና ላስገኘው ተጨባጭ ለውጥ/Impact/ ነው፡፡

አሳታፊ የግምገማ ዘዴ ለልማት ፕሮጀክቶች ውጤታማነት ዋነኛ መሳሪያ መሆኑን እወቅና በማግኘቱ በአሁኑ መቅት በስፋት እየተሰራበት ይገኛል፡፡ በፕሮጀክት ክትትል ግምገማና ሪፖርት ዝግጅት ወቅት ተጠቃሚው ክፍሎችና ሌሎች ተሳታፊ አካላት ሚና እንዲኖራቸው ማድረግ ለፕሮጀክቶች ስኬትና ዘላቂታውነት እጅግ አስፈላጊ ነው፡፡

#### **ሀ. የክትትልና ግምገማ ዓላማ**

- ✓ የአንድን ፕሮጀክት ዓላማ፤ ግብና ስትራቴጂን ለማመልከት፤
- ✓ የፕሮጀክቱን ተግባራት ለመረዳት ለመጠቀምና በሁኔታዎች ውሳኔ ለመስጠት፤
- ✓ ስራዎች በወጣላቸው የጊዜ ሰሌዳ መሰረት እየተካሄዱ መሆኑን ማረጋገጥ
- ✓ የስራዎችን የክንውን ደረጃ ለማወቅ
- ✓ የፕሮጀክት ተሳታፊዎችን ለማንቀሳቀስ፤ ትጋትና የሃላፊነት ስሜት/commitment/ ለማሳደር እና የቡድን ስራን በማበረታታት አቅም ለመገንባት
- ✓ ግልፅኝነት/Transparency/ እና ተጠያቂነት /accountability/ ለማጎልበት ይረዳል
- ✓ የጥራት ቁጥጥርና አስተዳደርን ለማረጋገጥ /Ensure quality management/
- ✓ የስራ አፈፃፀም ለመተንበይ
- ✓ ለለውጥና መሻሻል የሚረዱ ተሞክሮዎችን ለማግኘት
- ✓ የፕሮጀክቱ ተጠቃሚ አካል ጠቃሚ መሆኑን ለማረጋገጥ
- ✓ የፕሮጀክቱ ምርት ወይም ዘላቂነት ለመዳሰስ

#### **ለ. የክትትልና ግምገማ ውጤት**

- ✓ የክትትል ግምገማ ሪፖርት አዘጋጅቶ ጉዳዩ እንዲታወቅ ማድረግ
- ✓ የፕሮጀክት አፈፃፀም ማሻሻል
- ✓ አዲስ የፕሮጀክት ሃሳብ ማፍለቅ፤ ፖሊሲን በአዲስ ሃሳብ ማዳበር
- ✓ በፕሮጀክት ስራዎች የምክር አገልግሎት ለመስጠት ይረዳል

#### **ሐ. የክትትልና ግምገማ ዓይነቶች**



- I. የስራ ክንውን ክትትል/Activity or physical progress monitoring/ የሚመለከት ሲሆን ይህም የስራውን መቀላጠፍና መዘግየት ለማወቅና የማስተካከያ እርምጃዎችን ለመጠቀም ያግዛል፡፡
- II. የፋይናንስ ስራ ክትትል/financial progress monitoring/ ይህ የክትትል ዓይነት የሚያተኩረው በወጭና፣ የተከናወነ የፊዚካል ስራ መጠን ላይ ሲሆን በእቅድ አንፃር የተሰራውን ስራ ርቀትና መወሰድ የሚገባቸውን እርምጃዎች ያመለክታል፡፡
- III. ልዩ የማሻሻያ ጥናት /special diagnostic study/ የአንድን ፕሮጀክት የአፃፀም ደረጃ ለይቶ የሚያሳይና የሚተነትን ሲሆን የማሻሻያ ሃሳቦችን የማመንጨት ተልዕኮ አለው፡፡
- IV. የተጠቃሚዎች ተሳትፎና ግንኙነት ክትትል/beneficiary participation & contact Monitoring/ የተጠቃሚው ክፍል ተሳትፎ ደረጃ የሚጠበቀውን ያክል መሆኑን ለማረጋገጥና የተሻለ ተሳትፎ እንዲኖር እርምጃ ለመውሰድ የሚረዳ ክትትል ዓይነት ሲሆን ይህም በቃል ጥያቄና በሌሎች ዘዴዎች የተጠቃሚዎች ናሙና ወስዶ የሚጠና የክትትል አይነት ነው፡፡

#### **መ.የግምገማ አይነቶች**

- I. የጅማሮ ግምገማ /start- up evaluation or Ex-ante evaluation/ በፕሮጀክቱ መነሻ ወቅት የሚደረግ የመረጃ ማሰባሰብ ስራን ይመለከታል፡፡
- II. ሒደታዊ ግምገማ /Ongoing evaluation or formative progress evaluation/ የዋና ዋና ውሳኔ ሰጪ አካላት የመረጃ ፍላጎት ላይ ያተኩራል፡፡ ምሳሌ የፕሮጀክቱን እድገት ያጠናል፤ በእቅድ ላይ የተደረገ ማሻሻያ ወይም ለውጥን ያመለክታል፤
- III. የአጋማሽ ዘመን ግምገማ/Mid term evaluation/ ይህ ግምገማ ዓይነት የፕሮጀክቱን የመካከለኛ ዕድሜ ውጤት ለመፈተሽ የሚረዳ ነው፡፡
- IV. የማጠናቀቂያ ግምገማ/summative evaluation or Terminal, end, Impact evaluation/ይህ የግምገማ አይነት በፕሮጀክቱ መጠናቀቂያ ወቅት የሚካሄድ ሲሆን

የፕሮጀክቱን አጠቃላይ ውጤትና አስተዋፅኦ ለማመልከት ያስችላል። የፕሮጀክት የማጠናቀቂያ ግምገማ አጭር ዕድሜ ላላቸው

V. ፕሮጀክቶች ከተጠናቀቁ በኋላ የሚካሄድ ግምገማ /Ex-post evaluation/ ይህ ግምገማ ዓይነት የሚከናወነው ፕሮጀክት ከተጠናቀቁ ጥቂት አመታት/5-10 ዓመት/ ቆይታ በኋላ በተለይም የፕሮጀክቱ ውጤት /አስተዋፅኦ ሙሉ በሙሉ በተጠቃሚዎች ላይ ይታያል ተብሎ የሚጠበቅበት ወቅት ነው። ከዚህ በተጨማሪ ይህ ግምገማ ዓይነት አጠቃላይ ውጤቶችን በመዳሰስ ለወደፊት ፕሮጀክቶች ግብዓት የሚሆን ሃሳብ ለማመንጨት ይረዳል።

የግምገማ ዲዛይኑም የሚከተሉትን መሰረት በማድረግ የሚዘጋጅ ሊሆን ይገባል።

- ✱ የፕሮጀክቱ አላማ ትክክለኛነት
- ✱ የፕሮጀክቱ ቀጣይነትና ጠቀሜታ
- ✱ የፕሮጀክት አፈጻጸሙ ወጪታማነት
- ✱ የፕሮጀክቱን አላማ ለማሳካት የሚረዱ አማራጮች አይነት
- ✱ ፕሮጀክቱ ለተጠቃሚዎቹ ያበረከተው አስተዋጽኦ ናቸው።

#### ሰንጠረዥ 45 የክትትልና ግምገማ ተያያዥነት፤

ክትትል/monitoring/	ግምገማ /evaluation/
በፕሮጀክት አፈጻጸም ላይ ያተኩራል	በፖሊሲ ጉዳዮች ላይ ያተኩራል
ለወጪት መንገድ ይጠርጋል	ወጪትን ያብራራል /ይገልጻል/
የመካከለኛ ወቅት ወጪቶችን ይዳስሳል	በአፈጻጸም የታዩ ጠቃሚ ጉዳዮችን፤ ጥራት፤ስጋትና ለወደፊትየሚታዩ ሁኔታዎችን ይዳስሳል
በየደረጃው የተገኙ ወጪቶች ላይ ያተኩራል	ለመጨረሻ ወጪት ትኩረት ይሰጣል

ለፕሮጀክት ተግባራዊነትና መሻሻል ወሳኝ ነው	የልማት ስትራቴጂውን ለማወጣት ወሳኝ ነው
ዝርዝር መረጃን ሊጠቀም ይችላል /disagigate/	የተጠቃለለ መረጃ ሊያሥራልግ ይችላል/agrigate/

#### ሰንጠረዥ 46 የክትትልና ግምገማ ልዩነት

መለያ ምክንያት	ክትትል	ግምገማ
ትኩረት/focus/	የፕሮጀክቱን ግብአት ተግባርና ውጤት ወይም ምርት ለመወሰንና ሂደትን ለማሻሻል	ያስከተለውን ለውጥ ወይም ያስገኘውን ለመወሰን
ዓላማ/objective or purpose/	የስራ ጊዜ ሰሌዳ በጀትን የስራ ቅደም ተከተልን ለማስተካከል የስራ ብቃትን ለማሻሻል	የስራ ጊዜ ሰሌዳ በጀትን የስራ ቅደም ተከተልን ለማስተካከል የስራ ብቃትን ለማሻሻል
የሚሰበሰበው መረጃ ዓይነት	በቀዳሚነት የመጠን መረጃ /quantitative data/	በቀዳሚነት የዓነት መረጃ /Qualitative data/
የመረጃ ማሰባሰቢያ መሳሪያዎች	ጉብኝት፣ በእይታ፣ ከሪፖርት እና በፈጣን ዳሰሳ	እይታ፣ በሪፖርት፣ ረጅም የጽሁፍና የቃል መጠይቆች፣ በጥናት እና በሰርቪዬ
የመረጃ ማሰባሰቢያ ወቅት	ፕሮጀክቱ በሂደት ላይ እያለ በመደበኛና በፕሮግራም	በዋናነት ፕሮጀክቱ ከተጠናቀቀ በኋላ
የመረጃ ማሰባሰብ ሂደት	በየጊዜውና በመደበኛነት	ወቅታዊ
ፈፃሚዎች	የፕሮጀክቱ ሰራተኞች እና የፕሮጀክቱ ተጠቃሚዎች፣ ተሳታፊዎች/stakeholder/	የፕሮጀክቱ ሰራተኞችና ተሳታፊዎች በተጨማሪ ገለልተኛ ሰዎችንም ያካተተ
የመረጃ አጠቃቀም	በፕሮጀክቱ የተግባር እንቅስቃሴ ወቅት ለሚሰጥ ውሳኔ	ሌሎች ፕሮጀክቶችን ለማቀድ በተሞክሮነት ይጠቅማል፤
የሚነሱ ጥያቄዎች	♥የትኛው ተሳካ የቱስ ሳይሳካ ቀረ?	♥ምን ውጤት ተገኘ?

	<p>♥የቱ ወደ ኃላ ቀረ?</p> <p>♥የትኛው ነው መሻሻል? ያለበት</p> <p>♥እንዴት ሊሻሻል ይችላል?</p>	<p>♥ማን ተጠቃሚ ሆነ?</p> <p>♥ በምን ዓይነት ሀብት /resource/?</p> <p>♥ውጤት/Result/</p>
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#### 10.4.1 ክትትልና ግምገማ ምን ላይና መቼ ይካሄዳል?

የሚገመገመው ምንድን ነው?

- ✓ ፕሮጀክቱን ተገቢነት/ Relevance/
- ✓ አዋቂነትና ወጪታማነት/feasibility & efficiency/
- ✓ የመካከለኛ ወቅት ውጤቶች/Intermediate results/ እውን መሆናቸውን
- ✓ የዘላቂታዊነት ጉዳዮች
- ✓ የሚጠበቀው ጥቅምና ለውጥእውን መሆኑን
- ✓ ለወደፊት የሚጠቅሙ ተሞክሮዎች መገኘታቸውን

ግምገማ መቼ ያስፈልጋል?

- ✓ በክትትል ወቅት ያልተጠበቁ አሉታዊ /በጎ ውጤቶች መኖራቸውን የሚያመለክቱ ወይም የሚጠቁሙ ሁኔታዎች ሲታዩ
- ✓ የፕሮጀክቱ የበላይ አመራር ሰጪ አካል ለውሳኔ የሚረዱ መረጃዎችን በሚፈለግበት ወቅት
- ✓ በክትትል ወቅት መፈታት የሚገባቸው ቁልፍ ጥያቄዎችና ችግሮች መኖራቸው ሲጠቆም
- ✓ አስቀድሞ በተወሰዱ ዋና ዋና ታሳቢዎች ላይ ወሳኝ የሆኑ ለውጦች ሲከሰቱ
- ✓ ቁልፍ የሆኑ ተሞክሮዎችን ማውጣት አስፈላጊ በሚሆንበት ወቅት

ግምገማው ላይ የሚሳተፉ አካላት

- ✓ በፕሮጀክት ተጠቃሚዎች/Beneficiaries/
- ✓ የበላይ አመራር አካላት
- ✓ በፕሮጀክቱ አስፈፃሚ አካላት
- ✓ በፕሮጀክቱ ፈፃሚ ቡድን ወዘተ

## **ሠ.ክትትልና ግምገማ የሪፖርት ዝግጅትና አቀራረብ**

ሪፖርት በክትትልና ግምገማ ስራ ስለተገኘው ውጤት ግንዛቤ ማግኛ መሳሪያ ነው፡፡

የሪፖርት ባህሪያት

- ✓ ክትትልን ወይም አንድን ክንውን ይገልጻል፤
- ✓ መደበኛ የሆነ አቀራረብ ያለውና የግንኙነት መስመርን/Format/ ተከትሎ የሚቀርብ ነው፡፡
- ✓ ለአንድ ለተወሰነ ተጠቃሚ ወይም አዳማጭ/Audience/ ክፍል የሚቀርብ ነው፡፡
- ✓ መረጃው እንዴት እንደተሰበሰበና ምን ያህል ጠቃሚ እንደሆነ ይጠቁማል፡
- ✓ የተረሰበትን መደምደሚያ ሊያካትት ይችላል
- ✓ በተጨማሪም እንደ አስፈላጊነቱ የመፍተሄ ሃሳብ ሊያጠቃልል ይችላል

የክትትልና ግምገማና ሪፖርት ሲዘጋጅ የሚከተሉትን ነጥቦች ከግምት ውስጥ ማስገባት አስፈላጊ ነው፡፡

- ✓ የሪፖርቱን ዓላማ በሚገባ ማወቅ
- ✓ የሪፖርቱ ተጠቃሚዎች/ሪፖርቱ የሚቀርብባቸው ክፍሎች/ እነማን እንደሆኑ መለየት፤
- ✓ ተጠቃሚዎች ሊያውቁት የሚፈልጉትን ጉዳይ መረዳት
- ✓ የሪፖርቱን ማቅረቢያ ጊዜ መወሰን
- ✓ ተገቢ የሆነ መረጃ ጊዜ መወሰን፤
- ✓ ተገቢ የሆነ መረጃ ማሰባሰቢያ መሳሪያ መቅረፅ
- ✓ ብቁ የሆኑ የሪፖርት ቅጾችን መጠቀም
- ✓ ለተጠቃሚዎቹ የሚያስፈልገውን መረጃ በጥንቃቄ መምረጥ፤
- ✓ እንደ አስፈላጊነቱ መደምደሚያና የመፍተሄ ሃሳቦችን ማካተት፤
- ✓ ሪፖርቱ ጥቅም ላይ ከመዋሉ በፊት ረቂቅን ለሚመለከታቸው ለአስተያየት ማቅረብ፤
- ✓ ሪፖርቱ ሰፋ ያለ ከሆነ ሪፖርቱን እንደገና መፈተሽና የዋና ዋና ግኝቶች፤ መደምደሚያና የመፍተሄ ሃሳቦች ማጠቃለያ ማዘጋጀት፤
- ✓ በመጨረሻም ሪፖርቱን ለሚመለከታቸው ማሰራጨት

በክትትልና ግምገማ ስራዎች አካባቢ የሚታዩ ችግሮች፡-

- ✓ በበቂ የቅድመ ዝግጅት ስራዎች አለመታገዝ፤

- ✓ ስለክትትልና ግምገማ አስፈላጊነት በተወሰነ ደረጃም ቢሆን የግንዛቤ እጥረት መኖርና ለዚህ ስራ የሚሰጠው ትኩረት በቂ አለመሆኑን፤
- ✓ የተዘጋጀም ቢኖር ያለ በቂ ምክንያት ለምዘና የሚያስፈልጉ የፕሮጀክቱ ዓላማዎችና ግቦች በየጊዜው መለዋወጥ፤
- ✓ የክትትል ግምገማ ስራዎች ልዩ ልዩ ስልቶችን መሰረት አድርጎ ወደ ተግባር ለመግባት ወጥነት ያለው አሰራሮችና አመለካከቶች (common formats, major indicator and variables) አለመኖር፤
- ✓ የክትትልና ግምገማ ስራዎች ተከታታይነትና ወጥነት ባለው መንገድ አለማከናወንና በየትኛውም መንገድ የሚከናወነው ስራ በፕሮግራም ተይዞ እንዲከናወን ቅድመ ዝግጅት አለማድረግ፤
- ✓ የክትትልና ግምገማ ስራዎች በደጋፊ መረጃዎች ላይ አለመመስረትና በውጤት መነሻነት ውሳኔ ሰጪው አካል ለፕሮጀክቱ ተገቢውን ድጋፍ በወቅቱ ማድረግ አለመቻል(poor feed back system)
- ✓ በተለያዩ ምክንያት የሚጠቀስ የአቅምና ልምድ ማነስ፤
- ✓ ለክትትልና ግምገማ ስራዎች ተገቢውም ትኩረት ካለመስጠት የሚዘጋጁ ሪፖርቶች ወቅታዊ አለመሆኑን ለዝግጅቱ በቂ ትኩረት አለመስጠት፤
- ✓ የክትትልና ግምገማ ስራዎችን በታቀደው መሰረትና ጊዜ ለማከናወን የሰው ሃይል እጥረት መኖር ሚሊት በግንባር ቀደምትነት የሚጠቀሱላቸውን፤

#### ተጠቃሎ ሲታይ

- ✓ ለፕሮጀክቶች ወደ ተግባር መሸጋገሪያወሳኝ የሆኑ ቅድመ ዝግጅቶች በበቂ ደረጃ አለመከናወናቸው፤
- ✓ የፕሮጀክቶች የተግባር መርሃ-ግብር(plan action) ከማስፈጸም ጋር በሚገባ ተገናዝበው በአፈፃፀም ሂደት ሊከሰቱ የሚችሉ የአቅም ክፍተቶችን ለማስወገድ በሚያስችል መልኩ አለመዘጋጀት የተነሳ በፕሮጀክቶች አፈፃፀም ላይ የራሳቸው የሆነ አሉታዊ ተፅዕኖ ሲያሳድሩ ይታያል፡፡

በመፍትሄነት የሚቀርቡ ሀሳቦች



- ✓ የክትትልና ግምገማ ሂደት ውስጥ ተሳትፎ የሚኖራቸው ክፍሎች በአጠቃላይ ስለ ክትትልና ግምገማ አስፈላጊነትና አካሄድ ተገቢው ግንዛቤ እንዲኖራቸው ማድረግ፤
- ✓ የክትትልና ግምገማ ሂደት ውስጥ አስፈላጊ የሆኑ መረጃዎችን የማሰባሰብ፤ የማከማቸት፤ መተንተን፤ የማሰራጨትና ወጥነት እንዲኖረው የማድረግ ባህልን ማሳደግ፤
- ✓ የክትትልና ግምገማ ሂደት ውስጥ ለሚከናወኑ መረጃን የማሰባሰብ፤ የማከማቸት፤
- ✓ የመተንተንና የማሰራጨት ተግባራት የሚውሉ ዘዴዎች ወጥነትና ተከታታይነት እንዲኖራቸው ማድረግ፤
- ✓ ለክትትልና ግምገማ መነሻ የሚሆነውን የፕሮጀክቱ ዓላማና ግብ፤ ይህንኑ ከዳር ለማድረስ የተዘጋጀውን የድርጊት መርሃ ግብር መሰረት አድርጎ መነሳትና የክትትልና ግምገማውን ስራ በመረጃ ማስደገፍ፤
- ✓ ክትትልና ግምገማ የሚካሄዱበትን ጊዜያት መወሰንና ከዚህ አንፃር መታየት የሚገባቸውን ጉዳዮች መለየት፤ በየወቅቱ የሚከናወኑ የክትትልና ግምገማ ስራዎችን የሚጠበቀውን ውጤት መወሰንና ይህንኑ በግልፅ በማስቀመጥ፤ ስለዚህም ፕሮግራም አውጥቶ ለተግባራዊነቱ የተቻለውን እንቅስቃሴ ሁሉ ማድረግ፤
- ✓ የክትትልና ግምገማ ትልቁ ጠቀሜታ የሚለካው ወቅታዊ በመሆኑና ተገቢውን ደረጃ ጠብቆ ሲገኝሲሆን በዚህ ረገድ የሚመለከተውን ድጋፍ ለማግኘት እንዲቻል (feed back) ከጊዜና መታየት ከሚገባቸው ጉዳዮች አንፃር እንዲሄዱ ማድረግ፤
- ✓ በማጠቃለያ የግምገማ ስራ ውስጥ በአፈፃፀም ሂደት አዳዲስ አሰራር ስልቶች ምን ያህል የማስፈፀም አቅምን እንዳሻሻሉ መቃኘትና ለዚህም በግንባር ቀደምትነት የሚጠቀሱትን ሁሉ ማበረታታት፤
- ✓ በማጠቃለያው የግምገማ ስርዓት ውስጥ በአፈፃፀም ሂደት የተገኙ አዳዲስ አሰራሮች በተመክሮነት ለመጠቀም የሚያስችል የአሰራር ስርዓት መዘርጋት፤

**በተቋሞች መገኘት ያለበት የመገምገሚያ መስፈርት Checklist ከ1 እስከ 10 ባሉት ነጥቦች የሚሞላና ወደመቶ ፐርሰንት የሚቀየር**  
**የማሰልጠኛው ተቋም በስታንዳርዱ መሰረት ፣ ሰልጣኝ-ክፍል ጥምርታ፣ የሰልጣኝ መምህር/ት ጥምርታ፣ የመምህሩ/ሯ መምሪያ /session plan ፣ የማሰልጠኛ ማንግሥቶች**

**ለአጫጭር ስልጠና በአማራጭ የተተረጎመ ብሬይል እና አጋዥ/ ማጣቀሻ መጽሐፍትን curriculum and TTLM ስለማሟላቱ፤**

<b>ተ.ቁ.</b>	<b>መስፈርቶች</b>	<b>ምርመራ</b>
1	የማሰልጠኛው ተቋሙ ክፍል ጥምርታ	
2	የማሰልጠኛው ተቋም መምህር/ት ጥምርታ፤	
3	የመምህሩ/ሯ መምሪያ	
4	ብሬይል/ለአይነ ስውራን ሰልጣኝ/	
5	አጋዥ/ ማጣቀሻ መጽሐፍት	

**የማሰልጠኛው ተቋሙ በስታንዳርዱ መሠረት ቤተ-መጽሃፍት/የንባብ ማዕዘናት፤ መዝናኛ ቦታ እና ሌሎች ፋሲሊቲዎችን ስለማሟላቱ፤**

<b>ተ.ቁ.</b>	<b>የተለያዩ ፋሲሊቲዎች</b>	<b>ምርመራ</b>
1	ቤተ-መጽሃፍት/የንባብ ማዕዘናት	
2	የሰልጣኝ መዝናኛ ቦታ እና ሌሎች ፋሲሊቲዎች/ሁለገብ/	

የማሰልጠኛው ተቋሙ አጠቃላይ የትምህርትና የስልጠና ፖሊሲ፣ ሀገር አቀፍ የአጠቃላይ ትምህርትና ስልጠና ስርአተ ትምህርት ማዕቀፍ፣ የስልጠና መመሪያ occupational standards፣ learning guide፣ መርሀ ትምህርት Curriculum and TTLM፣ መመሪያና ስትራቴጂ፣ ልዩ ፍላጎት ላላቸው ሰልጣኞች የተዘጋጁ ልዩ ልዩ ሰነዶች፣ ዓለም ዓቀፍ የሰልጣኝ መብትና ግዴታ ድንጋጌዎች እንዲሁም ተያያዥነት ያላቸው መመሪያዎችና የማሰልጠኛው ተቋሙ መተዳደሪያ ደንብ ስለማሟላቱ፤

ተ.ቁ.	ክፍሎች	ምርመራ
1	የማሰልጠኛ ተቋሙ የስልጠና መመሪያ occupational standards ፣	
2	ማየት የተሳናቸው ሰልጣኞች ትምህርት መመሪያ፤	
3	መስማት የተሳናቸው ሕፃናት ትምህርትና ስልጠና የሰልጣን መመሪያ learning guide፣ Information sheet,	
4	የማሰልጠኛው ተቋሙ መሟላት ያለባቸው Operation and Job Sheet, Self-check and LAP test , List of reference materials	
5	የአመቱ የትምህርት ካሌንደር	
6	ዓለም አቀፍ የሰልጣን መብቶችና ግዴታዎች፤	
7	የትምህርትና ስልጠና አመራር፣አደረጃጀት የህብረተሰብ ተሳትፎና የፋይናንስ አስተዳደር መመሪያ	
8	የልዩ ፍላጎት ትምህርት መርሃ ግብር ስትራቴጂ	
9	የትምህርትና ስልጠና ፖሊሲ	
10	ሀገር አቀፍ ትምህርትና ስልጠና ስርአተ ትምህርት ማዕቀፍ occupational standards ፣	
11	የቴ/ሙ/ትና ስልጠና ፖሊሲ ማዕቀፍ ሰነዶች	

**የማሰልጠኛ ተቋሙ ለደረጃው የሚመጥኑ የተቋም አመራሮች (ዲኖች) መኖራቸው፣ አሰልጣኞች፣ ረዳት አሰልጣኞች እና ድጋፍ ሰጪ ሰራተኞች በስታንዳርዱ መሰረት አሟልቷል፡፡**

**የማሰልጠኛ ተቋሙ አመራሮች (ዲኖች) ፣ አሰልጣኖች እና ረዳት አሰልጣኞች በስታንዳርዱ መሰረት ለደረጃው የሚመጥን የትምህርትና ስልጠና ማስረጃ ስለማሟላታቸው፣**

ተ.ቁ.	የስራ ኃላፊነት	ምርመራ
1	የማሰልጠኛ ተቋሙ አመራሮች (ዲኖች)	
2	አሰልጣኞች	
3	ረዳት አሰልጣኞች	
4	ድጋፍ ሰጪ ሰራተኞች	

የማሰልጠኛ ተቋሙ ድጋፍ ሰጪ ሰራተኞች በስታንዳርዱ መሰረት ለደረጃው የሚመጥን የትምህርት እና ሕጋዊ የቅጥር ሁኔታ ማስረጃ ስለማሟላታቸው፤

ተ.ቁ.	የስራ ኃላፊነት	ምርመራ
1	የጤና ባለሙያ	
2	የፅዳት ሰራተኛ	
3	ጥበቃ	
4	የመልዕክት ሰራተኛ	

የማሰልጠኛ ተቋሙ በTTLM, methodology and curriculum በልዩ ፍላጎት ትምህርት የሰለጠኑ አሰልጣኞች፤ ረዳት አሰልጣኞች እና የድጋፍ ሰጪ ሰራተኞች ስለመኖራቸው፤

ተ.ቁ.	የስራ ኃላፊነት	ምርመራ
1	በልዩ ፍላጎት ትምህርት የሰለጠኑ አሰልጣኞች	

2	በTTLM, methodology and curriculum የሰለጠኑ አሰልጣኞች	
3	ድጋፍ ሰጭ ሰራተኞች	

**የማሰልጠኛ ተቋሙ በትምህርትና ስልጠና ዘመኑ ቅድሚያ ሰጥቶ ላቀዳቸው ተግባራት ማስፈጸሚያ የሚያገለግል የፋይናንስ ሃብት አሟልቷል፡፡**

**የማሰልጠኛ ተቋሙ ከወላጆችና ከአካባቢው ማህበረሰብ (በገንዘብ፣ በዓይነትና በጉልበት) ሃብት ስለማሰባሰቡ፤**

ተ.ቁ.	የተሰበሰበ ሃብት	ምርመራ
1	በገንዘብ	
2	በአይነት	
3	በጉልበት	



**አመልካች 3.2:- የማሰልጠኛ ተቋሙ የውስጥ ገቢን በማመንጨት የፋይናንስ አቅሙን ስለማጎልበቱ፤**

<b>ተ ቁ.</b>	<b>የውስጥ ገቢ</b>	<b>ምርመራ</b>
<b>1</b>	<b>ከውስጥ ገቢ የተሰበሰበ ገንዘብ</b>	

**የማሰልጠኛ ተቋሙ በአካባቢው ከሚገኙ መንግስታዊ ያልሆኑ ተቋማትና ግለሰቦች ሀብት ስለማሰባሰቡ፤**

<b>ተ ቁ.</b>	<b>የሀብት ምንጭ</b>	<b>ምርመራ</b>
<b>1</b>	<b>መንግስታዊ ካልሆኑ ተቋማት</b>	
<b>2</b>	<b>ከግለሰቦች</b>	

**የማሰልጠኛ ተቋሙ በአግባቡ የተደራጀ የፋይናንስ ሰነድ ስለመኖሩ፤**

ተ.ቁ.	የሥራ ኃላፊነት	ምርመራ
1	ገቢ	
2	ወጪ	
3	የገቢና የወጪ ሚዛን	3

**ስታንዳርድ**

**የማሰልጠኛ ተቋሙ ለሰልጣኝ ምቹ፣ የማያሰጋ እና ደህንነታቸውን የሚያረጋግጥ ሁኔታዎችን ፈጥሯል፡፡**

**አካባቢው የፀዳና ለሰልጣኝ ተስማሚ የሆነ፣ ንጹህ አየር ያለው፣ ከቆሻሻ መጣያ፣ ከፍሳሽ፣ ከወንዞች፣ ከኩፊዎች፣ ከረግረግና ከገደል የራቀና ሰልጣኞች የሚተናኮሉ አውሬዎችና ነፍሳት የሌሉበት ስለመሆኑ፤**

ተ.ቁ.	የት/ቤቱ አካባቢ	ምርመራ
1	አካባቢው የፀዳና ለሰልጣኝ ተስማሚ ነው፡	

2	የአካባቢው አየር ንፁህና እና ከድምጽ ብክለት የፀዳ ነው ፡፡	
3	አካባቢው ከቆሻሻ መጣያና ከፍላሽ የራቀ ነው፡፡	
4	አካባቢው ከወንዞች፣ ከኩሬዎች፣ ከረግረጋማ ቦታዎች የራቀ ነው፡፡	
5	አካባቢው ከገደል የራቀ ነው፡፡	
6	አካባቢው ሰልጣኝን ከሚተናኮሉ አውሬዎችና ነፍሳት የፀዳ ነው፡፡	

የማሰልጠና ተቋሙ በአቅራቢያው ሆስፒታል፤ ጤና ጣቢያ ወይም ክሊኒክ ያለው ሆኖ ተላላፊ በሽታ ከሚከላከሉ እንደ ሳንባ ነቀርሳ መከላከያና ከመሳሰሉት የጤና ድርጅቶች የራቀ ስለመሆኑ፤

ተቁ.	መስፈርት	ውጤት
1	በማሰልጠና ተቋሙ አቅራቢያ ሆስፒታል፤ ጤና ጣቢያ ወይም ክሊኒክ አለ፡፡	
2	በማሰልጠና ተቋሙ ተላላፊ በሽታ ከሚከላከሉ እንደ ሳንባ ነቀርሳ መከላከያና ከመሳሰሉት የጤና ድርጅቶች የራቀ ነው፡፡	

**የማሰልጠኛ ተቋሙ በስታንድርዱ መሠረት ተፈላጊውን የቦታ ስፋት ስለማሟላቱ፤**

ተ.ቁ.	መስፈርቶች	ምርመራ
1	የማሰልጠኛ ተቋሙ ምድረግቢ ስፋት ከ500 እስከ 3000 ካ.ሜ ቢሆን ተመራጭ ይሆናል፡፡ ነገር ግን ለአጫጭር ስልጠና ካሬ ሜትር ቀንሰው መግባት የሚችሉ ሲሆን፤ ይህም የሰልጣኝ ክፍል ጥምርታ ከ1.2 ካሬ ሜትር ማሰልጠን የሚችሉትን ሰልጣኝ ቀንሰው መምጣት የሚችሉ መሆኑን ማወቅ ተገቢ ነው፡፡	ሕንጻው ባጠቃላይ

**የማሰልጠኛ ተቋሙ የይዞታ ማረጋገጫ ህጋዊ ሰነድ ስለመኖሩ፤**

ተ.ቁ.	መስፈርቶች	ምርመራ
1	የማሰልጠኛ ተቋሙን ካርታ የሚያመለክት ሰነድ ስለመኖሩ ወይም ከሰነዶች ማረጋገጫ ከ1 ዓመት ያላነሰ ክራይ የከፈለበት ሰነድ መኖሩ	

**የማሰልጠኛ ተቋሙ ቅጥር ግቢ በስታንዳርዱ መሰረት የታጠረ ሕንጻ ላይም ከሆነ በደንቡ መሰረት የተጠበቀ ስለመሆኑ፤**

ተ.ቁ.	መስፈርቶች	ምርመራ
1	የማሰልጠኛ ተቋሙ በስታንዳርዱ መሰረት የታጠረ ነው፡፡	

**የማሰልጠኛ ተቋሙ አካባቢ ልዩ ፍላጎት ያላቸውን ሰልጣኞች አካቶ ለመንቀሳቀስ፣ ለመጫወትና ለማስተማርና ለማሰልጠን ምቹ ስለመሆኑ፤**

<b>ተ.ቁ.</b>	<b>መስፈርቶች</b>	<b>ምርመራ</b>
<b>1</b>	<b>የማሰልጠኛ ተቋሙ አካባቢ ልዩ ፍላጎት ያላቸውን ሰልጣኞች አካቶ ለመንቀሳቀስ፣ ለመጫወትና ለማስተማር ምቹ ነው፡፡</b>	

**የማሰልጠኛ ተቋሙ ከወርክሾፕ የተግባር ስልጠና ውጭ የንድፈ ሀሳብ ስልጠና አካባቢ የመማር ማስተማር ሂደትን ከሚያውኩ ሁኔታዎች የፀዳ ስለመሆኑ፤**

<b>ተ.ቁ.</b>	<b>መስፈርቶች</b>	<b>ምርመራ</b>
<b>1</b>	<b>ለትራፊክ አደጋ የማያጋልጥ ነው</b>	<b>አይደለም</b>
<b>2</b>	<b>ከመንገድ ዳር ገባ ያለ ነው፤</b>	<b>ነው</b>
<b>3</b>	<b>ከመጠጥ ቤቶች የራቀ ነው፤</b>	
<b>4</b>	<b>የሚበየድና በግራይንደር የሚቆረቀሩት፣ እንጨት መሰንጠቂያ፣ ወፍጮ ቤት፣ ሙዚቃ ቤት ... ወዘተ ከመሳሰሉት የራቀ ነው</b>	

5	ለሰልጣኝ ማሰልጠኛ ተቋሙ እንዳይርቅ ከቤታቸው በአማካይ ከአንድ ኪሎ ሜትር ያልራቀ ቦታ ተመርጦለታል፤	
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**የማሰልጠኛ ተቋሙ በቂ፣ ደረጃቸውን የጠበቁ፣ በየጊዜው የሚፀዱና በፆታ የተለዩ አካል ጉዳተኛ ላልሆኑ እና ለአካል ጉዳተኛ ሰልጣኞች የሚመቹ መፀዳጃ ቤቶች ከውሃ እና ሳሙና ጋር ስለማሟላቱ፤**

ተ.ቁ.	መስፈርቶች	ምርመራ
1	በቂ የመፀዳጃ ቤቶች አሉ	
2	መፀዳጃ ቤቶቹ ለአካል ጉዳተኞች ሰልጣኞች አጠቃቀም ምቹ ናቸው፤	
3	በፆታ የተለየ ሰልጣኝ መፀዳጃ ቤት ስለመኖሩ፤	
4	በየጊዜው የሚፀዱ ስለመሆኑ፤	
5	በቂ አየርና ብርሃን የሚያስገባ ነው	
6	የጉድጓዱ ቀዳዳ መጠን ለሰልጣኝ service ግምት ውስጥ አስገብቶ የተሠራና መግጠሚያ ያለው ነው፤	
7	ዝንብና ትንኞችን ለመቆጣጠር የሚያስችል መከላከያ አለው፡፡	
8	የውሃና ሳሙና አገልግላት አቅርቦት ስለመኖሩ	

የማሰልጠኛ ተቋሙ በቂ፣ ደረጃቸውን የጠበቁ፣ በየጊዜው የሚፀዱና በፆታ የተለዩ የማሰልጠኛ ተቋም አመራሮች (ዲን) ፣ አሰልጣኝ ፣ የረዳት አሰልጣኝ ፣ የድጋፍ ሰጪ ሰራተኞች መፀዳጃ ቤቶች ከውሃ እና ሳሙና ጋር ስለማሟላቱ፤

ተ.ቁ.	መስፈርቶች	ምርመራ
1	በቂ የመፀዳጃ ቤቶች ስለመኖራቸው፤	
2	በፆታ የተለዩ የማሰልጠኛ ተቋም አመራሮች (ዲን)፣ አሰልጣኝ ፣ ረዳት አሰልጣኝ ፣ የድጋፍ ሰጪ ሰራተኞች መፀዳጃ ቤት ስለመኖሩ፤	
3	በየጊዜው የሚፀዱ ስለመሆናቸው፤	
4	የውሃና ሳሙና አገልግሎት አቅርቦት ስለመኖሩ	

የማሰልጠኛ ተቋሙ በስታንዳርዱ መሰረት በቂ፣ ንፁህና የታከመ ለመጠጥ የሚያገለግል የውሃ አቅርቦት ስለማሟላቱ፤

ተ.ቁ.	መስፈርቶች	ምርመራ
1	በስታንዳርዱ መሰረት በቂ ውሃ ስለመኖሩ	



2	ለመጠጥ አገልግሎት የሚውል ንፁህ ውሃ ስለመኖሩ፤	
3	ውሃው በየጊዜው የሚታከም ስለመሆኑ፤	

**የማሰልጠኛ ተቋሙ የተደራጀ የትምህርትና ስልጠና ልማት አደረጃጀት ተፈጥሯል፡፡**

## **አመልካች 5.1**

**የማሰልጠኛ ተቋሙ ዓላማዎችና ተልዕኮዎችን ለመተግበር የሚያስችል አደረጃጀትና የአሰራር ስርዓት ስለመዘርጋቱ፤**

### **5.1.1 : አደረጃጀትን በተመለከተ**

<b>ተ. ቁ.</b>	<b>መስፈርቶች</b>	<b>ምርመራ</b>
1	አሰልጣኝ ፣ ረዳት አሰልጣኝ እና የተቋም ዲን በሚያሰራ የአስተዳደር ቡድን እና የችግር መፍቻ አደረጃጀት ስለመደራጀታቸው	
2	የአስተዳደር ሰራተኞች በልማትና በሚያሰራ የአስተዳደር ቡድን እና የችግር መፍቻ አደረጃጀት ስለመደራጀታቸው	

<b>ተ. ቁ</b>	<b>የተከናወኑ ዋና ዋና ተግራት</b>	<b>የተገኙ ውጤቶች</b>	<b>አፈፃፀሙ ከስታንዳርዶች አንፃር</b>
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<b>ሀ/ የትብብር ስልጠናና ጥራት ከማስጠበቅ አንጻር</b>			
1	<b>በዝግጅት ምዕራፍ</b>		
1.1			
1.2			
1.3			
1.4			
1.5			
1.6			
2	<b>በትግበራ ምዕራፍ</b>		
2.1			
2.2			
2.3			
2.4			
2.5			
2.6			
3	<b>በክትትልና ግምገማ</b>		
3.1			
3.2			
3.3			
3.4			
<b>ለ/ ሽፋንና ተደራሽነትን ከማሳደግ አንጻር</b>			
1			
2			
3			
4			

5			
---	--	--	--

**..... ቴክኒክና ሙያ ማሰብኛ ተቋሙ የሰራተኛ የሰዓት መቆጣተሪያ**

ተ.ቁ.	የሠራተኛ ስም	ሳምንታዊ የሥራጠና ቀናት ከ11/05/2011 እስከ 16/05/2012 ዓ.ም						ምርመራ
		ሰኞ	ማክሰኞ	እርብ	ሐሙስ	ዓርብ	ቅዳሜ	
		11/5/2012	12/5/12	13/5/12	14/5/12	15/5/12	16/5/12	
		11 ሠዓት	11 ሠዓት	11 ሠዓት	11 ሠዓት	11 ሠዓት	11 /5:30	
1		<b>ትኩረት</b>						
2								
3								
4								
5								
6								

AB= Absent  
P=Permeation  
sick/ill Leave

**መምህር/ ስራተኛ ያረጋገጠው**

ፊርማ .....

ቀን .....

**ሬጅስትራር ኃላፊ ያፀደቀው ስም**

.....

ስም .....

ፊርማ .....

..... **ቴክኒክና ሙያ ማሰባሰቢያ ተቋሙ የሰራተኞችና የሥራተኞች የሰዓት መቆጣተሪያ**

ተ.ቁ	የሠራተኛው ሥም	ሳምንታዊ የሥልጠና ቀናት ከ11/05/2011 እስከ 16/05/2012 ዓ.ም						ምርመራ
		ሰኞ	ማክሰኞ	እራብ	ሐሙስ	ዓርብ	ቅዳሜ	
		11/5/2012	12/5/12	13/5/12	14/5/12	15/5/12	16/5/12	
		11 ሠዓት	11 ሠዓት	11 ሠዓት	11 ሠዓት	11 ሠዓት	11 /5:30	
1		የሚጠቀሙበት						
2								
3								
4								
5								
6								



AB= Absent

AL = Annual Leave

የስልጠና ወደም የሠራተኞች ሃሳፊ ያረጋገጠው

የተቋም ዲን / ኃላፊ ያወደቀው ስም

.....

ፊርማ .....

ቀን .....

NL= National Leave

SL= Sick leave

EL= Educational Live

ስም .....

ፊርማ .....



